

Challenge Standards for Student Success

Language Arts





Publishing Information

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Introduction

The language arts Challenge Standards in this document describe the content that students are to learn. Given with each standard are examples of the types of work they are to complete to show what they have learned. The standards, however, do not describe a full language arts curriculum; rather, they reflect the most important of what proficient students should know and be able to do in reading, writing, listening, and speaking by the end of each grade. They are intended to serve as models for parents, teachers, and the community to use in shaping their own language arts standards. A comprehensive language arts program designed to help all students meet these standards will:

- Offer (1) systematic, explicit skills instruction that includes phonemic awareness (sounds in words), phonics, and decoding skills to address the needs of the emergent reader; and (2) literature and language-rich activities to ensure that all students are reading and writing proficiently and meaningfully by the end of third grade.
- Offer ongoing diagnosis that informs teaching and assessment that ensures overall accountability.
- Include the study of literature as well as other high-quality instructional and authentic materials to develop students' basic skills and their capacity to think critically and to delight in the beauty and power of language.
- Engage students intensively in reading, writing, speaking, and listening so that they become competent users of language through the integrated use of the four language arts.
- Communicate a clear sense of common values and common goals while valuing diversity both inside and outside the classroom.

Effective language arts instruction often involves activities, lessons, or strategies that call for students to read as well as write, speak, and listen in an integrated way. Herein, however, reading standards have been listed separately from writing, speaking, and listening standards. While

many of the reading standards can be attained and measured through integrated language arts activities, they are separated here for focus and clarity.

Provisions should be made to ensure that all students have full access to the language arts curriculum. Language minority students who are not yet proficient in English should be provided a variety of ways to meet these standards, including the use of home languages when deemed necessary.

The language arts standards are aligned with the *English-Language Arts Framework for California Public Schools* (1987); *Every Child A Reader*, the report of the California Reading Task Force (1995); and *Teaching Reading*, the state program advisory on teaching reading in prekindergarten through grade three (1996). The language arts standards incorporate work on standards from a variety of sources, including standards developed by California school districts, other states, the New Standards project, and the *Standards for the English Language Arts* from the National Council of Teachers of English and the International Reading Association.

At every grade level, the description of each standard includes two components:

Statement of the standard: Each standard addresses broadly what students should know at the particular grade level. Examples of what students will be able to do as a result of this knowledge are also included.

Assignments and/or tasks that might be used to collect evidence of students' proficiency: Included are examples of assignments and/or tasks that might produce evidence that students are proficient in the standard.

For grades four, eight, and nine through twelve, the standards include samples of student work that are indicative of the types of work students should produce to show that they can meet the standards. The samples *do not* serve to establish levels of performance that “meet the standard.” More work and work of greater variety would be necessary to establish that designation for students. Levels of performance that meet the standards will be determined locally. The intent is that future editions of this document will include samples of student work at each grade level.

Samples of student work and commentaries: Each sample of student work is accompanied by a commentary which describes how

parts of a standard or standards are reflected in the student work. It is important to refer to the actual standards when reviewing the student work because the comments only briefly paraphrase the standard statements and generally only refer to a few of the examples of what the students should know and be able to do for a particular standard. The examples are from real students, but the names are fictitious. The samples represent what the students submitted, including any spelling or grammar errors.

Finally, we provide the following definitions of core, extended, and recreational reading materials:

- Core reading: Core literary works are identified by a school or district to offer all students a common literary background that addresses important questions and issues from which they can learn about their humanity and society. They include nonfiction as well as fiction selections in a variety of genres.
- Extended reading: Readings in this category extend the study of a core work, capture students' individual interests, and lead them to explore new avenues on their own.
- Recreational/motivational reading: These materials are selected by students, based on their natural curiosity or personal interests and tastes. Students read them for pleasure.

Kindergarten

Standard 1. Reading/Literature

The student listens to and experiences a wide range and variety of literature, from a diverse collection of text and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in kindergarten who meet this standard will:

- Listen to and experience texts representative of a wide range of self-selected and teacher-selected materials, including traditional and contemporary literature from a variety of cultures (e.g., picture books, nursery rhymes, poems, legends).
- Listen to and experience texts representative of books, newspapers, magazines, and visual media across the curriculum.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student- and/or teacher-maintained reading logs
Student-maintained journals
Recorded conversations about texts
Parent-maintained reading logs of books parents read to the student
Projects that involve, for example, painting, drawing, clay, or puppets

Standard 2. Reading/Comprehension

The student comprehends and interprets materials appropriate to the grade level.

For example, students in kindergarten who meet this standard will:

- Talk about setting, characters, and events.
- Talk to others about books.
- Use pictures to make predictions about story content.
- Participate in shared reading activities.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Story retellings
 Response journals
 Formal and informal book talks
 Dramatizations

Standard 3. **Reading/Skills and Strategies**

The student develops proficiency in beginning reading skills and strategies.

For example, students in kindergarten who meet this standard will:

- Demonstrate an understanding of how print is organized and read.
 Identify the front and back of a book.
 Demonstrate an understanding that print goes from left to right and top to bottom.
 Know that print, as well as the pictures, carries the message.
 Know the concept of a letter and a word.
 Point to words with one-to-one matching.
- Be able to work with print.
 Recognize their own names.
 Find or match a word in a text.
 Recognize upper- and lowercase letters.
 Identify the names and sounds of most letters of the alphabet.
 Identify beginning consonants in single-syllable words.
 Write some letters and words correctly.
 Read some high-frequency words.
 Use language patterns in a predictable text.
- Demonstrate phonemic awareness.
 Aurally recognize rhyming words.
 Recognize words that start and end the same.
 Substitute words in a rhyming pattern.
 Blend sounds such as /c/-/a/-/t/ into “cat.”
 Separate a word into its sounds; for example, “cat” into /c/-/a/-/t/.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-made books
 Journals and other original writing

Teacher observations of small groups, guided reading, or independent work with books
Independent work with words, letters, and pictures, such as matching puzzles
Drawings or paintings that illustrate an original variation of a language pattern

Standard 4. **Writing /Process**

The student is beginning to organize thoughts and information for writing, with assistance as appropriate, for a variety of audiences and purposes.

For example, for dictated, group, or individual writing, students in kindergarten who meet this standard will:

- Begin to brainstorm to generate ideas.
- Begin to organize ideas.
- Begin to include facts and details.

Standard 5. **Writing/Communication**

The student uses writing to communicate for a variety of purposes.

For example, students in kindergarten who meet this standard will:

- Draw pictures and/or use letters and temporary spelling to write about experiences, stories, people, objects, or events.
- Read and explain their own writing and drawings.
- Contribute to group stories, and dictate individual stories.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-made books or stories
Journals
Signs, lists, captions

Standard 6. **Writing/Conventions**

The student is beginning to use, with some assistance, appropriate conventions of written language.

For example, students in kindergarten who meet this standard will:

- Write using a left-to-right, top-to-bottom progression.
- Write their own names with appropriate capital and lowercase letters.
- Use letters and temporary spelling to write.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-made books or stories
Interactive writing

Standard 7. **Speaking and Listening**

The student uses speaking and listening to communicate effectively.

For example, students in kindergarten who meet this standard will:

- Begin to ask questions for understanding and respond to the questions of others.
- Speak audibly.
- Respectfully take turns when speaking and listening.
- Follow simple two-step directions for a classroom activity.
- Participate in choral speaking.
- Participate in role-playing and creative dramatics.
- Express ideas orally in complete sentences.
- Use descriptive vocabulary.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Oral sharing
Dramatization
Pair-share activities
Class performances
Class discussions

Grade One

Standard 1. **Reading/Literature**

The student listens to and experiences a wide range and variety of literature, from a diverse collection of text and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in first grade who meet this standard will:

- Listen to and experience texts representative of a wide range of self-selected and teacher-selected materials, including traditional and contemporary literature from a variety of cultures (e.g., picture books, nursery rhymes, poems, legends).
- Listen to and experience texts representative of books, newspapers, magazines, and visual media across the curriculum.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student and/or teacher-maintained reading logs
Student-maintained journals
Recorded conversations about texts
Parent-maintained reading logs of books parents read to the child

Standard 2. **Reading/Comprehension**

The student reads, comprehends, interprets, and begins to evaluate materials appropriate to the grade level.

For example, students in first grade who meet this standard will:

- Select favorite books and stories.
- Identify setting and characters.
- Retell stories and events, using a beginning, a middle, and an end.
- Recognize the topic or main idea.
- Relate previous experiences to what they read.
- Make predictions about content.
- Distinguish between fantasy and realistic narrative.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Storyboards or other graphic organizers showing the setting, characters, and events

Story retellings

Response journals

Formal and informal book talks

Dramatizations

Standard 3. **Reading/Skills and Strategies**

The student demonstrates increasing proficiency in basic reading skills and strategies and begins to develop reading vocabulary and fluency in grade-level-appropriate text.

For example, students in first grade who meet this standard will:

- Demonstrate knowledge of how print is organized and read.
 - Read from left to right and top to bottom.
 - Match spoken words with print.
 - Identify letters, words, and sentences.
 - Identify all letter names and shapes.
 - Identify some (more than 40) high-frequency words.
 - Use conventions of written language, such as periods and question marks, when reading aloud.
- Demonstrate phonemic awareness.
 - Identify beginning, middle, and ending sounds of words.
 - Change beginning, middle, and ending sounds of words to make new words.
 - Accurately clap syllables in words and sentences.
- Apply knowledge of letter-sound correspondences (phonics) when reading.
 - Use beginning and ending consonants in decoding single-syllable words.
 - Use vowel sounds in decoding single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Recognize most word families and patterns.

- Integrate knowledge of phonics, cues to meaning, and language structure when reading.
Use a variety of strategies, including searching, predicting, confirming, monitoring, self-correcting, rereading, and cross-checking.
 - Read unknown words using the following:
Cues to meaning (pictures, knowledge of the story and topic)
Grammar cues (knowledge of sentence structure)
Knowledge of phonics and other decoding strategies (sounding out words, comparing similar words, breaking words into smaller words, looking for word parts/affixes)
-

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Oral reading samples, miscue analysis, and/or running records that demonstrate accuracy and fluency using appropriate grade-level text
- Reading logs of grade-level books they have read independently

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, with assistance as appropriate, for audience and purpose.

For example, students in first grade who meet this standard will:

- Begin to brainstorm to generate ideas for writing.
- Begin to organize ideas for writing.
- Stay with the assigned or selected topic.
- Include appropriate facts and details.
- Begin to edit to verify and self-correct spelling.
- Begin to edit for appropriate capitalization and punctuation.
- Begin to revise work.

Standard 5. **Writing/Communication**

The student uses writing to communicate for a variety of purposes.

For example, students in first grade who meet this standard will:

- Generate ideas for writing.
- Focus on one topic.
- Use descriptive words when writing about people, places, things, and events.
- Convey a message in a simple narrative or factual report.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Journal entries
Imaginative stories
Lists, captions, signs, notes, and letters
Firsthand reports

Standard 6. **Writing/Conventions**

The student is beginning to use, with some assistance, appropriate conventions of written language.

For example, students in first grade who meet this standard will:

- Use complete sentences.
- Capitalize proper nouns, the first word in a sentence, and the pronoun *I*.
- Use correct spelling for high-frequency words and simple words with regular spelling patterns.
- Write using temporary spelling for unknown words.
- Write or revise individual or group writing with assistance.
- Begin to use correct punctuation.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-made books/stories
Letters, poems
Journal entries
Interactive writing

Standard 7. **Speaking and Listening**

The student uses speaking and listening skills to communicate effectively.

For example, students in first grade who meet this standard will:

- Speak clearly and audibly.
- Use increasingly descriptive oral vocabulary.
- Respectfully take turns when speaking and listening.
- Ask questions for understanding and respond to the questions of others.
- Give and follow simple two-step directions.
- Recite short poems, rhymes, songs, and stories with repeated patterns.
- Participate in role-playing and creative dramatics.
- Begin to participate in group discussions.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Oral sharing
Pair-shared activities

Grade Two

Standard 1. **Reading/Literature**

The student listens to and experiences a wide range and variety of literature, from a diverse collection of text and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in second grade who meet this standard will:

- Listen to and experience texts representative of a wide range of self-selected and teacher-selected materials, including traditional and contemporary literature from a variety of cultures (e.g., picture books, nursery rhymes, poems, legends).
- Listen to and experience texts representative of books, newspapers, magazines, and visual media across the curriculum.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or reading logs about what they have read

Recorded conversations reading in pairs, small groups, and large groups

Records and/or graphs of the amount of time they have spent reading

Standard 2. **Reading/Comprehension**

The student reads, comprehends, interprets, and evaluates materials appropriate to the grade level.

For example, students in second grade who meet this standard will:

- Read and respond to narrative materials to develop understanding.
 - Make, confirm, or revise predictions.
 - Describe the setting, characters, and events.
 - Identify the problem and solution.
 - Recognize topic, main idea, and supporting details.
 - Relate previous experience to what is read.
 - Compare fantasy and realistic narrative.
- Read and respond to nonfiction text and informational materials to develop understanding and expertise.
 - Restate ideas from the text.
 - Relate new information to prior knowledge and experience.
 - Make connections to related topics and information.
 - Sequentially carry out steps in a procedure.
 - Locate information to answer questions.
 - Make and confirm or revise predictions.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Graphic organizers showing the setting, characters, events, problems, and solutions using drawings and writing
- Retelling a story with setting, characters, and events
- Response journals
- Formal and informal book talks/reports
- Dramatizations
- Oral and/or written research reports on topics of interest
- Response journal entries about nonfiction informational text
- Formal and informal book talks
- Graphic organizers showing prior knowledge, questions about the topic, and information they have gathered

Standard 3. **Reading/Skills and Strategies**

The student demonstrates increasing proficiency in basic reading skills and strategies and continues to develop vocabulary and fluency in reading in grade-level appropriate text.

For example, students in second grade who meet this standard will:

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade-appropriate material using:
 - Knowledge of phonemic awareness and phonics to blend sounds for more complex words
 - Decoding strategies, e.g., sounding out words, comparing similar words, breaking words into smaller words, looking for word parts/affixes
 - Knowledge of phonics (“What sounds right?”), grammar cues (“What looks right?”), and cues to meaning (“What makes sense?”) to attempt to read unknown words independently.
 - Strategies such as rereading, monitoring, cross-checking, predicting and confirming, searching, and self-correcting to facilitate reading
 - Conventions of print, e.g., commas and periods, to facilitate oral reading
 - Rhythm, pace, and intonation that sounds like natural speech

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Oral reading samples, miscue analysis, and/or running records that demonstrate accuracy and fluency using appropriate grade-level text
- Taped audios and/or videos of student readings
- Guided reading groups

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, edits, and revises work as appropriate for audience and purpose.

For example, students in second grade who meet this standard will:

- Begin to brainstorm to generate ideas for writing.
- Begin to organize ideas for writing.
- Stay with the assigned or selected topic.
- Include appropriate facts and details.
- Begin to edit to verify and correct spelling.
- Begin to edit for appropriate capitalization and punctuation.
- Begin to revise work to further develop the story in a variety of ways.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the finished pieces of writing with drafts attached.

Standard 5. **Writing/Communication**

The student uses writing to communicate for a variety of purposes and audiences.

For example, students in second grade who meet this standard will:

- Write to inform the reader.
 - Demonstrate literal understanding of the topic.
 - Organize content.
 - Include appropriate facts and details.
 - Maintain a focus.
 - Use descriptive words when writing.
- Write to tell a story (fictional or autobiographical).
 - Include setting, characters, and events.
 - Begin to use dialogue.
 - Include a beginning, middle, and end.
 - Maintain a focus.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
Letters and invitations
Book reviews
Autobiographical accounts
Imaginative stories
How-to reports
Sets of procedures

Standard 6. **Writing/Conventions**

The student uses, with some assistance, appropriate conventions of written language.

For example, students in second grade who meet this standard will:

- Use conventional spelling for high-frequency words and those words with regular spelling patterns.
- Approximate conventional spelling on less familiar words and those with irregular spelling patterns.
- Begin to use references to correct temporary spelling.
- Capitalize all proper nouns and words at the beginning of sentences.
- Use correct punctuation at the end of sentences.
- Use commas correctly in greetings and closures in a letter and with dates and words in a series.
- Use complete sentences.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include finished pieces of writing with drafts attached.

Standard 7. **Speaking and Listening**

The student uses speaking and listening skills to communicate effectively.

For example, students in second grade who meet this standard will:

- Speak clearly and audibly.
- Listen responsively and respectfully.
- Ask appropriate questions to gain information and maintain or clarify understanding and respond to the questions of others.
- Paraphrase and summarize information shared orally by others.
- Contribute to group discussions.
- Begin to negotiate to develop a group plan to resolve conflicts and misunderstandings.
- Use increasingly complex sentence structures in oral communication.
- Give and follow oral directions with three or four steps.
- Participate in oral and creative dramatics.
- Participate in choral reading and recite poems, rhymes, songs, and stories.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Group self-evaluation
Cooperative group activities
Oral dramatic activities
Literature circle discussions
Oral presentations of self-created stories or other sharing
Coherent retelling of stories

Grade Three

Standard 1. **Reading/Literature**

The student reads, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district’s grade-level reading lists.

For example, students in third grade who meet the standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or reading logs about what they have read

Recorded conversations about core, extended, and recreational reading in pairs, small groups, and large groups

After reviewing their reading logs, written work about the extent and nature of the reading they have completed

Records and/or graphs of the amount of time spent reading

Projects

Standard 2. **Reading/Comprehension**

The student reads, comprehends, interprets, and evaluates a wide range of materials appropriate to the grade level.

For example, students in third grade who meet this standard will:

- Respond to fiction (e.g., poetry, drama, short stories, novels) using critical, interpretive, and evaluative processes and produce evidence that they can do the following:
 - Demonstrate a thorough understanding of the text.
 - Make, confirm, or revise predictions.
 - Relate what is read to prior knowledge and experience.
 - Make connections among works in print and media.
 - Extract appropriate and significant information about settings, characters, and events.
 - Select favorite authors and genres.
 - Continue to identify characteristics of genres.
 - Recognize topic, main idea, and supporting details.
- Read nonfiction text and informational materials to develop understanding and expertise.
 - Make, confirm, or revise predictions.
 - Ask and answer questions.
 - Restate and summarize information.
 - Relate new information to prior knowledge and experience.
 - State the main idea in material they have read or heard and the significant details in their own words.
 - Distinguish between significant and minor details.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Storyboards showing the setting, characters, and main events, with captions explaining the drawings
- Retelling of stories
- Book reports or reviews in which they analyze rather than just retell the story
- Records of formal and informal book talks
- Dramatizations
- Research reports on topics of interest
- Reading journal responses to informational books or articles

Standard 3. **Reading Skills and Strategies**

The student is proficient in basic reading skills and strategies and continues to develop vocabulary and fluency in reading.

For example, students in third grade who meet this standard will:

- Accurately read aloud familiar materials of the quality and complexity illustrated in the grade-level-appropriate text.
Self-correct when subsequent reading indicates an earlier miscue.
Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
Use a rhythm, pace, and intonation that sounds like natural speech.
- Continue to develop vocabulary.
Determine the meaning of unknown words using context, glossaries, and dictionaries.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Oral reading samples, miscue analysis, and/or running records that demonstrate accuracy and fluency using appropriate grade-level text
- Taped audio and/or video readings
- Records of a group oral reading

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, edits, and revises work as appropriate for audience and purpose.

For example, students in third grade who meet this standard will:

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread their own writing or the writing of others, using dictionaries and other resources.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include finished pieces of writing with drafts attached.

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences.

For example, students in third grade who meet this standard will:

- Write to inform the reader.
 Maintain a focus throughout the piece of writing.
 Provide appropriate and specific facts and details to accommodate the reader's need for information.
 Organize the writing in such a way that a reader can easily follow what is said.
- Write to tell a story (fictional or autobiographical).
 Organize the writing in such a way that the reader can follow what is said.
 Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way.
 Use dialogue appropriately.
 Use well-chosen detail to develop character, setting, and/or plot.
- Write to describe and express ideas.
 Explore ideas and/or observations.
 Maintain a consistent focus.
 Orient the reader and use relevant and well-chosen detail to elaborate on ideas.
 Exhibit clear thinking.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
 Book reviews
 Autobiographical accounts
 Imaginative stories
 How-to reports
 Sets of procedures
 Letter writing

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, legibility, sentence structure, and paragraphing.

For example, students in third grade who meet this standard will:

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information and ideas.
- Use conventional spelling by referring to resources when necessary.
- Use appropriate and varied word choice.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include edited pieces of writing.

Standard 7. **Speaking and Listening**

The student listens, understands, evaluates, and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

For example, students in third grade who meet this standard will:

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas to the intended audience.
- Use language and gestures expressively.
- Participate in role-playing activities that extend a story's ending or elaborate on a historical event.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Records of a conversation about core, extended, and recreational reading in pairs, small groups, and large groups
Coherent retellings of a story
Interviews of community members
Proposals or defenses of a plan or project
Oral presentations

Grade Four

Standard 1. **Reading/Literature**

The student reads, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in fourth grade who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or reading logs about what they have read

Recorded conversations about core, extended, and recreational reading in pairs, small groups, and large groups

After reviewing their reading logs, written work about the extent and nature of the reading they have completed

Records and/or graphs of the amount of time they have spent reading

Standard 2. **Reading/Comprehension**

The student reads, comprehends, interprets, and evaluates a wide range of materials appropriate to the grade level.

For example, students in fourth grade who meet this standard will:

- Respond to fiction, including poetry and drama, using critical, interpretive, and evaluative processes.
 Demonstrate a thorough understanding of the text.
 Make, confirm, or revise predictions.
 Relate what is read to prior knowledge and experience.
 Make connections among works in print and media.
 Extract appropriate and significant information about events, characters, and settings.
 Explain the differences among genres.
 Select favorite authors and genres.
- Read nonfiction text and informational materials to develop understanding and expertise.
 Put ideas into their own words.
 Relate new information to prior knowledge and experience.
 Make connections to related topics and information.
 Define and sequence information needed to carry out a procedure.
 State the main idea in material they have read or heard and the significant details in their own words.
 Distinguish between significant and minor details.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Storyboards showing the setting, characters, and main events, with captions explaining the drawings
- Retelling of stories
- Book reports or reviews in which they analyze rather than just retell the story
- Records of formal and informal book talks
- Role-playing of a character
- Research reports on topics of interest
- Reading-journal responses to informational books or articles
- Records of formal and informal book talks

Standard 3. **Reading/Skills and Strategies**

The student is proficient in basic reading skills and strategies and continues to develop vocabulary and fluency in reading.

For example, students in fourth grade who meet this standard will:

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade-level appropriate text.

Self-correct when subsequent reading indicates an earlier miscue.

Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.

Use a rhythm, pace, and intonation that sounds like natural speech.

Determine the meaning of unknown words, using context, glossaries, and dictionaries.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Oral reading samples, miscue analysis, and/or running records that demonstrate accuracy and fluency using appropriate grade-level text

Taped audio and/or video readings

Records of group oral readings

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, edits, and revises work as appropriate for audience and purpose.

For example, students in fourth grade who meet this standard will:

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread their own writing or the writing of others, using dictionaries and other resources.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include finished pieces of writing with drafts attached.

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences, developing style and voice.

For example, students in fourth grade who meet this standard will:

- Write to inform the reader.
Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
Maintain a focus throughout the piece of writing.
Provide appropriate facts and details from more than one source to develop the subject.
Organize the writing so that a reader can easily follow what is said.
- Write to tell a story (fictional or autobiographical).
Organize the writing so that the reader can follow what is said.
Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way.
Use dialogue appropriately.
Use well-chosen detail to develop character, setting, and/or plot.
- Write to describe and express ideas.
Explore ideas and/or observations.
Maintain a consistent focus.
Orient the reader and use relevant and well-chosen detail to elaborate on ideas.
Exhibit clear thinking.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
Chapter books
Book reviews
Autobiographical accounts
Imaginative stories
How-to reports
Sets of procedures

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

For example, students in fourth grade who meet this standard will:

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information and ideas.
- Use conventional spelling by referring to resources when needed.
- Use appropriate and varied word choice.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include edited pieces of writing.

Standard 7. **Speaking and Listening**

The student listens, understands, evaluates, and speaks effectively in both formal and informal situations, using the appropriate conventions of language to communicate ideas.

For example, students in fourth grade who meet this standard will:

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas to the intended audience.
- Use language and gestures expressively.
- Participate in role-playing activities that extend a story ending or a historical event.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Records of conversations about core, extended, and recreational reading in pairs, small groups, and large groups

Evidence of a role-playing activity that extends a story ending or elaborates on a historical event

Coherent retellings of stories

Interviews of community members

Proposals for or defenses of a plan or project

Oral presentations

Grade Four

“Sarah Plain and Tall—Summary”

Tom has written several of the pieces of work included here. The first two appear to be from earlier in the year, while the last two appear to have been written later in the year. In this paper, he has summarized *Sarah Plain and Tall*. Along with the summary are two pages of chapter response maps, which are examples of what he completed to write this summary. This work illustrates Standards 2 and 5.

Standard 2: **Reading/Comprehension, responding to fiction**

The work produces evidence that the student can:

- Demonstrate an understanding of the text through his written summary and his following statement: “I think the authors message was that no matter where you lived you can still be together.”
- Relate what is read to prior knowledge. “People meet each other now instead of an advertisement.”

Standard 5: **Writing/Communication, writing to describe**

The work produces evidence that the student can:

- Maintain a consistent focus. Tom does a fairly good job of describing the main parts of the story; for example: “The story is about a family who doesn’t have a wife. . . . Jacob advertised for a wife because she [his first wife] died after Caleb was born. . . . Sarah Elizabeth Wheaton answered Jacob’s advertisement. . . . Papa, Caleb, and Anna wrote to Sarah. . . . Sarah came in the spring time.”
- Make observations. “The story is at the prairie, but you can also imagine the sea because they also talk about the sea. . . . I think the story is believable because it has lots of information to imagine it. I think the prairie is a very lonely place to live on.”

Sarah plain and tall - Summary

The story is at the prairie, but you can also imagine the sea because they also talk about the sea. The main characters are Jacob, Sarah, Anna, and Caleb. The story is about a family who doesn't have a wife.

Jacob advertised for a wife because she died after Caleb was born. Caleb asked lots of questions about mama. Sarah Elizabeth Wheaton answered Jacob's advertisement. Sarah wrote to them. Papa read it to Caleb and Anna.

Papa, Caleb, and Anna wrote to Sarah. They wrote often. Sarah answered each letter one-by-one. Sarah said she will come by train, and she will wear a yellow bonnet. She will also bring her cat, Seal.

Sarah came in the spring time. Papa took her home. When they got home Sarah gave each one of them shells. Caleb asked Sarah to sing for Caleb. Caleb never heard his mother sing.

Sarah showed them all kinds of shells, razor clam, Scallop, Mussel, and a lot more. Sarah went to pick flowers, she wanted to hang them upside down to keep it's color in the winter.

Jacob and Sarah got closer together. Jacob made a dune. Sarah decided to stay. Sarah lived with them for 2 months.

I think the authors message was that no matter where you lived you can still be together.

I think the story is believable because it has lots of information to imagine it. I think the prairie is a very lonely place to live on. People meet each other now instead of an advertisement.

Chapter Response Map**Title:***The letter***Setting:***In the house***Characters:***Jacob, Caleb, Anna***Key Elements/Events****1.***Papa advertised for a wife.***2.***Sarah wrote to them.***Chapter Response Map****Title:***Sarah comes***Setting:***On the prairie, in the house.***Characters:***Papa, Caleb, Anna, Sarah.***Key Elements/Events****1.***Papa, Caleb, Anna wrote to Sarah.***2.***Sarah wrote back to each of them.*

Patty Reed's Doll

Tom has written a summary of *Patty Reed's Doll* and compares it to *Cassie's Journey*. His work illustrates Standards 2 and 5.

Standard 2: **Reading/Comprehension, responding to fiction**

The work produces evidence that the student can:

- Demonstrate understanding of the text through his summary.
- Make connections among stories. "Patty Reed's Doll and Cassie's Journey is different and the same in many ways. . . . Patty had a Palace car, and Cassie had a plain old wagon. . . . Patty and Cassie lived in Illinois and both were going to California. . . . Patty and Cassie both lost their cows."

Standard 5: **Writing/Communication, writing to describe and express ideas**

The work produces evidence that the student can:

- Make observations. "I like Patty Reed's doll better because it's a true story and it tells you that they reached California. They are both believable because they have lots of description in the book. For example, it was a stormy winter on the Sierra Nevada Mountains. . . . Some parts aren't believable because they don't describe enough to imagine it."
- Maintain a consistent focus.

The story is called Patty Reed's Doll written by Rachel Laurgaard. The characters are Patty, James, Margret, Puss, Milt, Tommy, Jimmy, and the Donners. It took place in the desert, Independence, Springfield, and Sierra Nevada Mountains. It started in 1846.

In 1846 there lived a family called the Reeds family were going to California. They lived in Springfield, Illinois. They were going to take the California trail until James Reed read about a shortcut called "Hastings Cutoff." Mr. Reed had a two-story wagon called the "Palace Car."

The Reed's family joined with other wagons when they reached Independence, Missouri. They packed their Palace Car with lots of provisions. They joined with the Donner Party. They were ready for a journey to California.

They packed enough provisions to last a month. They did hard work to get to California. They crossed rivers, mountains, deserts, landmarks, and prairies to get to California. It took them about 5 months to get there. They finally got to California. They built a house and lived there.

Patty Reed's Doll and Cassie's Journey is different and the same in many ways. In Patty Reed's Doll, the doll tells the story. In Cassie's Journey Cassie tells the story. Patty had a Palace car, and Cassie had a plain old wagon, Patty took Hastings Cutoff and Cassie didn't take Hastings Cutoff, Patty and Cassie lived in Illinois and both were going to California. Patty and Cassie both lost their cows.

I like Patty Reed's doll better because it's a true story and it tells you that they reached California. I also was very excited to read it.

They are both believable because they have lots of description in the book. For example, it was a stormy winter on the Sierra Nevada Mountains. I also think it is believable because they talk about the journey not anything else. Some parts aren't believable because they don't describe enough to imagine it.

“Alien Ant”

Tom has written a recipe and the procedure for putting the “ant” together. He included a picture of what the final product looked like. The work illustrates Standards 5 and 6. The student work represents an assignment Tom completed over time rather than his first draft.

Standard 5: **Writing/Communication, writing to inform**

The work produces evidence that the student can:

- Provide an interesting beginning. “Have you ever eaten an ant?”
- Organize the writing through a recipe format. Tom did a fairly good job of reproducing the recipe: “To begin with, stick two toothpicks on both sides of the croissant. Next you get two cheetos. . . . Then you put two more toothpicks. . . . After that, you Now you are done. . . .” Occasionally, it is hard to follow Tom’s directions. For example, when he is describing how to make the head; “To begin with, stick two toothpicks on both sides of the croissant. Next you get two cheetos and stick it onto the toothpicks, now you have half the eyes. Then you put two more toothpicks, one each on the cheetos. Also, put a cheeto on each toothpick. After that, you have toothpicks, now you have the head, just put two kix cereals on the toothpicks.” (I have no doubt that the recipe could be replicated.)
- Provide a nice conclusion. “When I put it down on the table nobody wanted to eat it except for the babies. I left it there. . . . It was so funny. . . . I pretended it was real. Finally, I told everyone that it wasn’t real and they laughed.”

Standard 6: **Writing/Conventions**

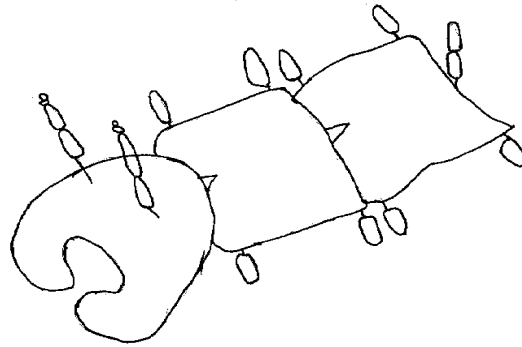
The work produces evidence that the student can:

- Use a variety of sentence structures with appropriate capitalization and punctuation. Tom has managed a difficult task fairly well. His sentences sometimes get awkward as he tries to describe how to put the ant together. However, he always uses appropriate capitalization and punctuation at the beginning and end of sentences.
- Use mostly conventional spelling, with a few errors.

Alien Ant

Ingredients:

*A tray (10 by 12)
17 toothpicks
2 pieces of bread
8 baby carrots
A croissant
5 Cheetos
2 Kix cereal
2 breads (whole)*



Have you ever eaten an ant? I have a recipe to share with you. The recipe is to make a food item that looks like an ant. To begin with, stick two toothpicks on both sides of the croissant. Next you get two cheetos and stick it onto the toothpicks, now you have half the eyes. Then you put two more toothpicks, one each on the cheetos. Also, put a cheeto on each toothpick. After that, you have toothpicks, now you have the head, just put two kix cereals on the toothpicks. Next, toast the breads in a toaster until it's done. Stick two toothpicks on both sides of one bread, stick the bread into the head. After that do the same thing with the other bread and stick it onto the ant. Then you put the legs on with toothpicks. After that you're ready for the legs (8 baby carrots) on, with toothpicks. After that you're ready for the tail. Put a toothpick in the cheeto. Now stick that onto the last bread. Put the Alien Ant onto the tray. Now you are done with the Alien Ant.

This recipe reminds me of when I made it. I made a mess, but I cleaned it up after. When I put it down on the table nobody wanted to eat it except for the babies. I left it there and still nobody wanted to touch it but me. It was so funny. I thought it was real when I made it. I pretended it was real. Finally, I told everyone that it wasn't real and they laughed.

“About My Best Friend and Me”

Tom has written a story about his best friend and himself. The work illustrates standards 5 and 6.

Standard 5: **Writing/Communication, writing to tell a story**

The work produces evidence that the student can:

- Organize the writing so that the reader can follow what he is saying. Tom described both his friend and himself. He described a school day and a Saturday, as well as managing to fit in a few sentences about his vacation in Hawaii.
- Move through a sequence of events logically. Tom told about the first day of school and what he and David did. He then told about what he called the next day, Saturday, when he got the news about going to Hawaii. He connected it to David by saying that “I called David to tell him the news but he wasn’t home.” He concluded by talking about school again and his friendship with David.
- Use detail to develop the story. In this autobiographical story, Tom includes the details of an argument he and David had: “When we were playing, David and I got into an argument about who got out in pogo. Because we had argued, we were mad and we decided not to be friends anymore.” Tom tells us that he went to talk to David after school about the argument. He included dialogue about how they apologized and agreed to be friends. At the conclusion, he says that he and David never got into a fight again. He tells us: “We played pogo and the ball landed on the line again. This time, I decided to go out so we wouldn’t argue. David smiled at me and said, ‘Thanks.’ We both made more friends to play with, but we would always be the best of friends.”

Standard 6: **Writing/Conventions**

The work produces evidence that the student can:

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information.
- Use conventional spelling.

About My Best Friend and Me

My best friend's name is David. He has black hair, brown eyes and short hair. He likes to play pogo and basketball. He also likes to do math. His favorite food is pizza.

I have short black hair. I am taller than David and I have black eyes. I like to play pogo and kickball. I like math and science. My favorite food is salad.

On the first day of school, I didn't know where to line up until David showed me. Then I got used to lining up. David and I became good friends. We lined up when the bell rang that first day of school. The teacher came out to greet us. Then, we went inside the classroom.

The teacher showed us the daily warmups on the board. "Ding!" That was the alarm clock. We did the flag salute and sat down. The teacher's name is Miss _____. She showed us around the classroom. David was still doing his daily warmups while a girl named Jessica read what she wrote to the class. Next, Miss _____ told us the rules of the classroom and the school. Then it was time for recess.

Outside, I played pogo with David. He was better than me that day but sometimes I am better than him. When the bell rang, we had to freeze. The teacher blew the whistle and we slowly walked to where we needed to line up. Miss _____ came out and directed us inside. When we were inside, we did math. After math, we went to lunch. After lunch, we went out to play again. When we were playing, David and I got into an argument about who got out in pogo. Because we had argued, we were mad and we decided not to be friends anymore.

Later that day, we had P.E. Our class played dodgeball. All the even numbered students were inside the circle and all of the odd numbered students threw the ball in from outside the circle. In class, each of the students is assigned a number. My number is 14 so I started inside of the circle. After P.E. we did

Social Studies for an hour. Our class was studying and learning about the regions of California.

When it was time to go home, we cleaned up. After we were excused, I went to talk to David about the argument we had earlier. I said, "I'm sorry I got into a fight with you."

David said, "I'm sorry too."

"Do you still want to be friends?"

David replied, "Sure."

We were the best of friends again.

The next day was Saturday so I went to David's house and played with him. At 2:00 P.M. I went home. My mom said that we are going to Hawaii tomorrow. I called David to tell him the news but he wasn't home. I was excited about going to Hawaii but I was sad that David wasn't home for me to tell him.

My family and I were in Hawaii for ten days. I had fun but I missed my best friend. I also missed school and playing pogo.

When I went back to school, I was happy to see all my friends. I was very happy to talk and play with David. We never got into a fight again. We played pogo and the ball landed on the line again. This time, I decided to go out so we wouldn't argue. David smiled at me and said, "Thanks." We both made more friends to play with, but we would always be the best of friends.

"Blackberries in the Dark"

Katie has written a response in her reading journal to a piece of fiction. The work illustrates standards 2 and 3.

Standard 2: Reading/Comprehension, responding to fiction

The work produces evidence that the student can:

- Demonstrate an understanding of the text. Katie's summary of what is in the text and her responses demonstrate her understanding. For example, "Austin is very gloomy and sad because his grandpa died."
- Relate what is read to prior experience. "I kind of felt like Austin did when his grandfather died. I missed my grandfather's stories and

jokes.” She said that Austin becomes “a little happier” when he goes fishing with his grandma and relates that she sees in other people a lot of things his grandfather did. “My dad tells jokes and plays tricks just like he did.”

- Revise prediction. “I was surprised when Austin strung the beads up on the dolls necklace. I thought he could not and he did not want to do it.”

Standard 3: **Reading/ Skills and Strategies**

The work produces evidence that the student can use the strategy of writing to clarify her understanding of a piece of work.

Journal: Blackberries in the Dark

Page #	What is in the book	Your responses
	<i>Austin is very gloomy and sad because his grandpa has died.</i>	<i>I kind of felt like Austin did when his grandfather died, I missed my grandfathers stories and jokes.</i>
	<i>Austin goes fishing with his grandma and becomes a little happier.</i>	<i>I also got over when my grandpa died. Lots of things that he did I see in other people. My dad tells jokes and plays tricks just like he did.</i>
	<i>Austin is sorry he spilled the beads and starts stringing them again.</i>	<i>I noticed that when Austin spilled the beads, he was sorry but did not want to string them up again. But then he decided he should so he did.</i>
	<i>Austin goes down to Two Rock and hears footsteps behind him.</i>	<i>I wonder why Austin froze when his grandmother came down the hill. Didn't he know it was his grandmother?</i>
	<i>Austin goes in his room with his grandmother's doll and strings up the beads.</i>	<i>I was surprised when Austin strung the beads up on the dolls necklace. I thought he could not and he did <u>not</u> <u>want</u> to do it.</i>

“Island of the Blue Dolphins, Chapter 30”

After reading *Island of the Blue Dolphins*, Darrell was asked to write in first-draft form (in class) a final chapter for the book about the main character arriving at Mission Santa Barbara. The work illustrates Standard 2.

Standard 2: **Reading/Comprehension, responding to fiction**

The work produces evidence that the student can:

- Demonstrate an understanding of the text. In describing how the character reacts at the Mission, Darrell continues the idea in the text that the boy on the island does not understand English: “Then I saw something so I started to do a motion that means what is that thing, which really was fruit. Father Gonzales thought I wanted to try some so he started to get the shiny red one which is an apple. . . . Then Father Gonzales chopped the apple in pieces and put it in something round and shiny which was called a plate.”
- Make connections among works in print. Darrell made connections between the *Island of the Blue Dolphins* and his study of the Mission Santa Barbara: “The weather was mostly sunny not like the Island of the Blue Dolphins weather, which is mostly windy.”

Island of the Blue Dolphins (Ch. 30)

After a moon on the ship, we got to this new place which was called Mission Santa Barbara.

The weather was mostly sunny not like the Island of the Blue Dolphins weather, which is mostly windy.

Now that I am here, a place that I never had been to, I think the mission is so beautiful. Then I saw something so I started to do a motion that means what is that thing, which really was fruit. Father Gonzales thought I wanted to try some so he started to get the shiny red one which is an apple. He used something shiny and sharp to peel off the red skin, and under the skin was something whitish-yellow. Then Father Gonzales chopped the apple in pieces and put it in something round and shiny which was called a plate. Then he put something that has three sharp things on the end. He showed me how to use it. I tried it and the food was really good so I tried some other fruits. Then it was night. Father Gonzales showed me my room. I layed in a soft cushion that has a thing to cover you. After a while I felt comfortable.

“How Coyote Got His Howl”

Katie has written a story about Coyote. She submitted all of her rough drafts, a total of five, for this piece. Only the first draft and the final are included. Her drafts include her editing and the teacher’s editing. The work illustrates Standards 4 and 5.

Standard 4: **Writing/Process**

The work produces evidence that the student can revise and proofread her work. Katie arranged her work into paragraphs, added descriptive detail, rearranged sentences, added more descriptive detail, and corrected spelling errors.

Standard 5: **Writing/Communication, writing to tell a story**

The work produces evidence that the student can:

- Organize her writing. Katie wrote several drafts in order to organize her thoughts and the details of the story.
- Provide an engaging beginning that sets a context for the story, moves through a sequence of events, and concludes in a logical way. “ ‘Hooowl!’ the sound rang through the mountains. Coyote stopped to listen. . . . He wished he could have a loud voice like Wolf. . . . He wished he could howl at the moon and be king of the mountains like Wolf. . . . [Wolf teased Coyote.] Coyote. . . . scratched Wolf with his paw. Wolf struck Coyote in his back with a branch and Coyote howled. . . . Wolf never bothered Coyote again and from that day on they were the best of friends howling at the moon together.”

Final

HOW COYOTE RECEIVED HIS HOWL

“Hooowl!” the sound rang through the mountains. Coyote stopped to listen. As he stalked through the woods, he wished he could have a loud voice like Wolf. Why did he have such a quiet voice? Couldn’t he have a loud voice like Wolf? As he was walking and thinking, walking and thinking, he was becoming more and more jealous of Wolf. He wished he could howl at the moon and be king of the mountains like Wolf.

As the days passed, Wolf saw Coyote's jealousy and started to tease in such a way that Coyote was humiliated. Wolf ran around making little yipping noises for he had seen Coyote trying to howl.

Coyote was so mad that he scratched Wolf with his paw. Wolf struck Coyote in his back with a branch, and Coyote howled a long, low, loud howl.

Suddenly, everything went quiet. Wolf stared at Coyote and Coyote's astonishment turned into a happy smile.

Coyote practiced sticking himself everyday with a branch until he had his howl just right. Wolf never bothered Coyote again and from that day on they were the best of friends howling at the moon together.

.....

First Draft

HOW COYOTE GOT HIS HOWL

In the mountain of _____ coyote lived. Coyote could not howl like his cousin the Wolf. Coyote had such a soft voice he could not. Coyote was extremely jealous of Wolf. Even if every Coyote on the mountain howled at the same time the sound would just be a little "Yip" like a puppy. Wolf sees Coyote's jealousy and teases Coyote by running around making little yipping noises. Coyote hates this and is humiliated at Wolf. Wolf scratches Coyote. So Coyote pushes him down. Wolf sticks Coyote with a branch. Coyote howls a long loud howl at the moon.

THE END

“Shark Beneath the Reef”

Shannon has prepared a book report on *Shark Beneath the Reef*, using a prepared format. It illustrates Standards 2, 3, and 6.

Standard 2: **Reading/Comprehension, responding to fiction**

The work produces evidence that the student can:

- Demonstrate an understanding of the text through her summary of the story. Her conclusion states: “I think the author is trying to tell you that every decision is not easy, but you have to make them all by yourself.”
- Extract appropriate information about the story throughout her report.
- Relate what she read to prior knowledge and experience. In describing her favorite part of the story, Shannon states: “I also liked it because it taught you lessons like never give up on things you don’t think you can do.”

Standard 3: **Reading/ Skills and Strategies**

The work produces evidence that the student can continue to develop vocabulary. See the vocabulary section, in which Shannon defines words and uses them in sentences of her own.

Standard 6: **Writing/Conventions**

The work produces evidence that the student can:

- Use complete sentences.
- Use appropriate capitalization and punctuation.
- Use conventional spelling.
- Use appropriate and varied word choice. For example, “golden brown tanned body,” “brave and determined,” “He eventually figures out. . .,” and “very troubled.”

Book Report

Name _____

Date 10/25/93

Book title Shark Beneath the Reef

Author Jean Craighead George

Publisher The Trumpet Club

Date published 1989 Number of pages 182

Names of main characters Tomás, Ramón and Miguel

Where does the story take place? It takes place in Mexico on an island in the sea of Cortez.

When does the story take place? Past; Present; Future
The story takes place in the present

Character Study

Choose one main character to describe. (Use complete sentences.)

Name of character Tomás

(1) Physical likeness. (What does the character look like?)

Tomás is a 14 - year old boy who has black hair and a golden brown tanned body. He is physically active and a little small for his age.

(2) Personality. (What kind of person is the character?)

Tomás is brave and determined to catch what he thinks is a whale shark. He is smart in school and loves to fish.

Story Summary

Write a short summary in complete sentences telling the important events in the plot. (Use the back of the page if necessary.)

Shark Beneath the Reef

This story takes place in Mexico in about the 1970's or 1980's. It is about a boy named Tomás Torres who is a part-fisherman. One day, he sees a tail of what he thinks is a whale shark. Soon he finds out that it was a hammerhead! He eventually figures out that his father was killed fishing by this same shark!

One day, Tomás goes out fishing and sees this shark. While Tomás is trying to catch the shark, two other fisherman come up to kill the shark. One of the other fishermen is named Zoro, who has a gun to shoot the shark. The shark is in Tomás's net, but Zoro shoots the shark as his anyway. Tomás is very troubled by this because it was in his family's net.

Tomás has to make a decision whether to go to high school or to fish to make a living. Tomás talks to his teacher and is finally convinced to go to school and be a marine biologist.

I think the author is trying to tell you that every decision is not easy, but you have to make them all by yourself.

Your Favorite Part

In complete sentences tell what your favorite part of the story was, and why.

My favorite part was when Tomás was trying to catch the shark. I liked it because it was exciting and fun to read. I also liked it because it taught you lessons like never give up on things you don't think you can do.

Vocabulary

As you read, find three words that you don't understand. Look them up, and give the following information.

1. Word Mesmerized Page number 159

Definition HYPNOTIZE

Your own sentence I was mesmerized when I saw Mrs. rollerblading down the hall!

2. Word sculling (with hands) Page number 4

Definition SWIMMING WITH HANDS IN ROWING MOTION

Your own sentence I was sculling quickly in the water

3. Word Vanquish Page number 5

Definition DEFEAT

Your own sentence The black knight vanquished the dragon at the top of the hill.

Your Opinion

Did You Like This Book? Yes.

Why??? I liked it because of the excitement of the setting, the ending, the style of the writing and the subject.

Tell an interesting fact or lesson you learned from this story.

I learned to always keep your hopes up and never put yourself down because when Tomás first saw the shark he was determined to catch it even though he failed on the first try.

Reminder: The cover of this report should have the book's title, author, and an illustration in color.



“Snow”

Shannon has written a poem about snow. The work illustrates standards 5 and 6.

Standard 5: **Writing/Communication, writing to describe**

The work produces evidence that the student can:

- Explore ideas and the use of words through poetry. Shannon compares mountains to boulders in the summer and wonderlands in the winter. She says: “When snow is falling, the mountain seems to be sleeping under a white blanket of cotton.”
- Use well-chosen detail. Shannon uses very descriptive detail and literary techniques; for example, “Snow falls softly on meticulous mountains merrily,” “big colorful boulders,” “big green and white winter wonderlands,” and “the mountain seems to be sleeping under a white blanket of cotton.”

Standard 6: **Writing/Conventions**

The work produces evidence that the student can manage the conventions of written language with virtually no errors.

Snow

*Snow falls softly on meticulous mountains merrily.
Mountains are like big colorful boulders in the summer,
They are like big green and white winter wonderlands in the winter.
When snowflakes fall, they recognize that winter has arrived!
Sometimes I wish winter would never end.
When snow is falling, the mountain seems to be sleeping under a white blanket of cotton.*

Reading Log, Book List, and Official and Genuine Reading Wheel

Three examples of reading logs are included. None of them includes the student’s comments on what he or she has read. To more fully meet the standard, the student would have to provide a little more information. The examples illustrate Standard 1, the range of text, mostly fiction, that fourth graders read.

Standard 1: **Reading/Literature**

The work produces evidence that the students can:

- Read fiction, including self-selected and teacher-selected, traditional and contemporary literature from various cultures.

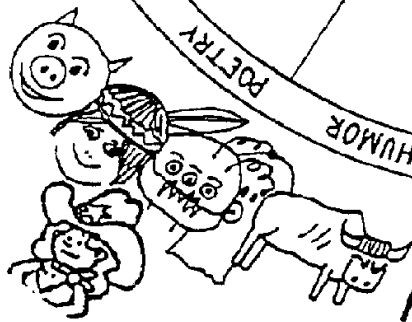
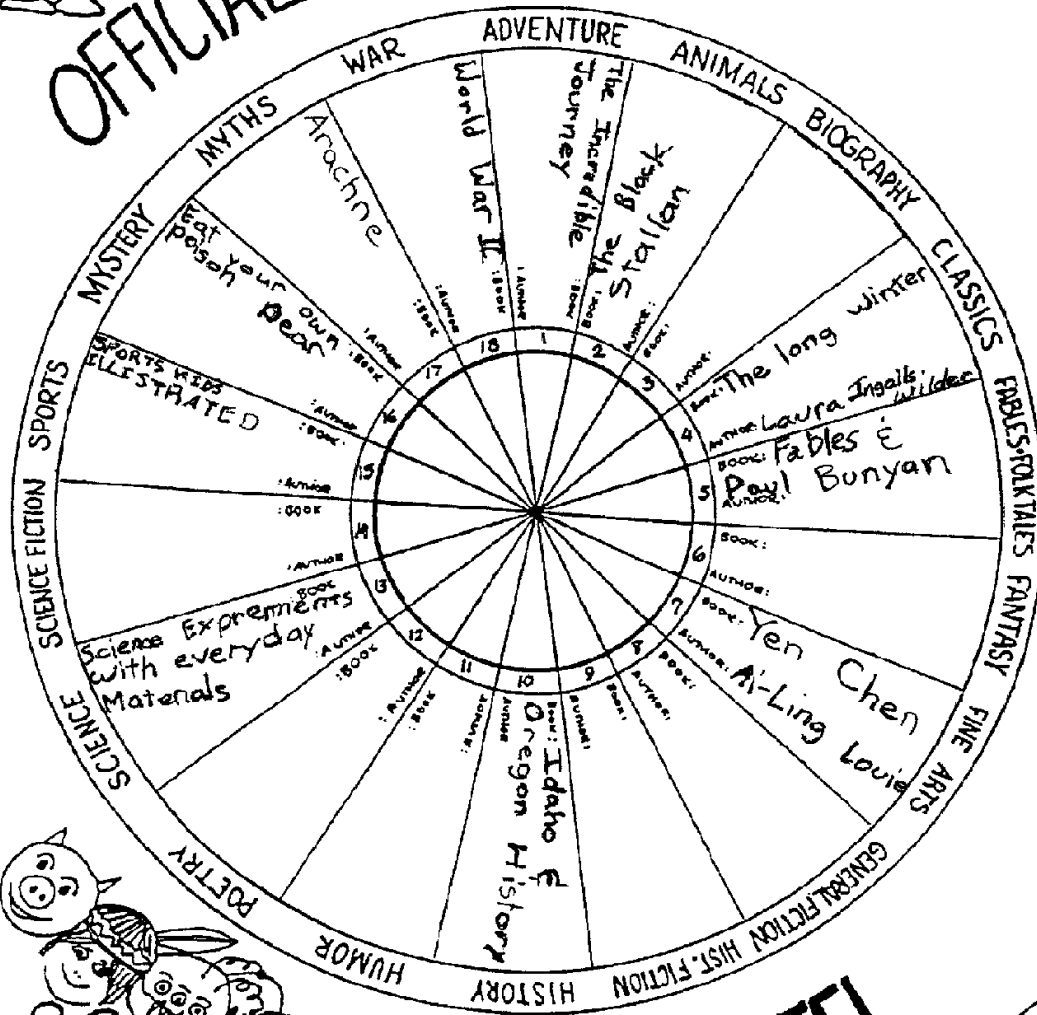
- Read some nonfiction. The student who recorded readings on the Reading Wheel indicated reading nonfiction, including a magazine and texts from other subject areas.
- Read in depth. The student who recorded readings on the Book List indicates that she or he has read a few books by the same author.

Book List

	A	B	C	D
1	Book I Have Read	Author	Date	Type of Literature
2	<i>Tales of a 4th Grade Nothing</i>	<i>Judy Blume</i>	9-10-93	<i>Fiction</i>
3	<i>Skinny Bones</i>	<i>Barbara Park</i>	10-11-93	<i>Fiction</i>
4	<i>Bunnruh</i>	<i>James Howe</i>	11-11-93	<i>Fantasy</i>
5	<i>Trouble River</i>	<i>Betsy Byars</i>	12-7-93	<i>Fiction</i>
6	<i>The Best Christmas Pageant Ever</i>	<i>Barbara Robinson</i>	12-16-93	<i>Fiction</i>
7	<i>Sarah, Plain and Tall</i>	<i>Patricia MacLanahan</i>	2-4-94	<i>Fiction</i>
8	<i>A Penny's Worth</i>	<i>Jesse Stuart</i>	2-25-94	<i>Fiction</i>
9	<i>Phobe the Spy</i>	<i>Judy Berry Griffin</i>	3-11-94	<i>Historic Fiction</i>
10	<i>Stone Fox</i>	<i>John R. Gardiner</i>	4-1-94	<i>Fiction</i>
11	<i>The Midnight Fox</i>	<i>Betsy Byars</i>	5-2-94	<i>Fiction</i>
12	<i>Charlotte's Web</i>	<i>E.B. White</i>	5-94	<i>Fantasy</i>
13	<i>Romona Behind the Scenes</i>	<i>Elaine Scott</i>	9-3-93	<i>Fiction</i>
14	<i>Eunice (The Egg Salad Gattler)</i>	<i>Tricia Springstubs</i>	9-24-93	<i>Fiction</i>
15	<i>Mystery at Loon Lake</i>	<i>Gilbert B. Cross</i>	10-12-93	<i>Fiction</i>
16	<i>Haunted Houses</i>	<i>Jason Friedman</i>	10-15-93	<i>Historic Fiction</i>
17	<i>The Sly Spy</i>	<i>Mirorie</i>	10-17-93	<i>Fantasy</i>
18	<i>The Haunting of Cabin 13</i>	<i>Kristi D. Hall</i>	10-21-93	<i>Fiction</i>
19	<i>Meet Kirsten</i>	<i>Janet Shaw</i>	11-4-93	<i>Fiction</i>
20	<i>Happy Birthday, Kirsten</i>	<i>Janet Shaw</i>	11-10-93	<i>Fiction</i>
21	<i>Kirsten Saves the Day</i>	<i>Janet Shaw</i>	11-15-93	<i>Fiction</i>
22	<i>Trouble For Lucy</i>	<i>Carla Stevens</i>	11-29-93	<i>Fiction</i>



OFFICIAL & GENUINE



READING WHEEL



DAILY READING LOG

Use this reading log as a record to show evidence of your range and depth as a reader. You can demonstrate your range and depth by:

- Reading as many different types of materials as you can
- Reading for different purposes
- Reading for depth by focusing on one topic (whales, cars, etc.), on one kind of writing (fantasy, biography, etc.), or one author
- Reading things that are challenging for you

Title of book	Date started	Date finished	Genre, subject, or topic	Level of difficulty: (easy, medium, hard, challenging)	OR (Outside Reading) activity done & comment about book
<i>Little Women</i> OR	1/23	2/27	True historical fiction	C	Great book: Poem book
<i>The Railway Children</i> RW	12/16	2/25	Adventure fiction	C	Note taking Note Making Not my favorite
<i>The Last Battle</i> OR	1/16	1/22	Fantasy	M	Character Response interesting
<i>Black Beauty</i> OR	1/9	1/29	Fiction / Biography	C	exciting!
<i>Charlotte's Web</i> OR	1/11	1/22	Adventure	E	Hilarious!
<i>The Big Lie</i> OR	2/24	2/28	Autobiography	E	Yes! Great book, strong feelings, in it.
<i>Sing Down the Moon</i> OR	3/5	3/6	History	M	Yes! Sing Down the Moon was a sad story.
<i>Shabanu</i> OR	3/6	3/14	Historical Fiction	C	Touching story Character Response
<i>Louisa May Alcott</i> OR	3/9	ABANDONED			
<i>Anne Frank</i> OR	3/15	4/5	A Diary	C	Sad! The best book I ever read!

Title of book	Date started	Date finished	Genre, subject, or topic	Level of difficulty: (easy, medium, hard, challenging)	OR (Outside Reading) activity done & comment about book
<i>Going Solo</i> RW	3/2	4/4	<i>Autobiography</i>	<i>M</i>	<i>A great story about war!</i> <i>Character Response</i>
<i>Zia</i> RW	<i>DON'T KNOW</i>			<i>M</i>	
<i>The Jungle Book</i> OR	4/19	4/25	<i>Fiction</i>	<i>C</i>	<i>Challenge the author, fabulous book!</i>

“Mission Santa Barbara”

After studying about the California missions, Katie has written a report about this one. It illustrates standards 5 and 6. The student work represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing to inform

The work produces evidence that the student can:

- Set the context for the topic. “The mission was built on a rocky hill. . . . It was decided to build there because there was fresh water, rich soil, and many Indians to teach. Santa Barbara would also fill a large gap between San Luis Obispo and San Gabriel.”
- Maintain a focus throughout the writing.
- Provide appropriate details. For example, “Mission Santa Barbara was founded on December 4, 1786 by Father Lasun. . . . Santa Barbara was the tenth mission founded. It is the only mission with twin bell towers on top of the church. . . . Santa Barbara is known as ‘The Queen of Missions.’ In 1808 a beautiful Moorish fountain was added in front of the Mission.” It is not clear, however, why Katie included the paragraph about the “dangerous pirate Bouchard.”

Standard 6: Writing/Conventions

The work produces evidence that the student can:

- Use complete sentences.
- Use a variety of sentence structures.
- Use paragraphs; generally each is about some aspect of the mission.

- Use mostly appropriate capitalization (she noted the error in the street address) and punctuation.
- Use mostly appropriate spelling. Katie could have rewritten one final version to address errors in language conventions.

Mission Santa Barbara

Mission Santa Barbara was founded on December 4, 1786 by Father Lasun, Father Serra's sucesor. Father Serra blessed the land and said the first Mass on the site but died before beautiful Mission Santa Barbara was built. The mission was built on a rocky hill and is located today at 2201 Laguna Drive in the city of Santa Barbara. It was decided to build there because there was fresh water, rich soil, and many Indians to teach. Santa Barbara would also fill a large gap between San Luis Obispo and San Gabriel.

Santa Barbara was the tenth mission founded. It is the only mission with twin bell towers on top of the church. The mission has a tannery, a pottery, and a warehouse. At one time 1700 Indians were living in 250 adobe houses at the mission. The water system built so long ago was built so well many parts of it are still there and the city of Santa Barbara uses it today.

Santa Barbara is known as "The Queen of Missions." The facade and interior details in Mission Santa Barbara are unique. These designs came from plans for a Roman temple by a man who had been dead for over 1800 years! In 1808 a beautiful Moorish fountain was added in front of the mission.

By 1812, the mission had been enlarged four times. The church had been rebuilt and enlarged three times by then. In the earthquake of 1812, the church was wrecked. It was repaired and used until a stone church was begun in 1815 and was not completely finished until 1831. After the new church was built they had a big celebration which the governor himself attended, Governor Sola. Mission Santa Barbara is the only mission never abandoned and in continuous use. Even the altar light has been burning continuously since 1786.

In 1818 the dangerous pirate Bouchard was terrorizing the California coast and landed near Santa Barbara. The people of Santa Barbara captured some of his men but later let them go because Bouchard promised not to fight them any more.

Mission Santa Barbara would be a good place for you to go because it is a beautiful mission and has many interesting things such as the gorgeous fountain and lovely church. I went to Santa Barbara last Easter vacation and saw the mission decorated for Easter. They had white banners hanging from the windows. It was gorgeous. This is a beautiful "Queen of Missions."



Grade Five

Standard 1. **Reading/Literature**

The student reads, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in fifth grade who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or reading logs about what they have read

Recorded conversations about core, extended, and recreational reading in pairs, small groups, and large groups

After reviewing their reading logs, written work about the extent and nature of the reading they have completed

Records and/or graphs of the amount of time they have spent reading

Standard 2. **Reading/Comprehension**

The student reads, comprehends, interprets, and evaluates a wide range of materials appropriate to the grade level.

For example, students in fifth grade who meet this standard will:

- Respond to fiction, including poetry and drama, using critical, interpretive, and evaluative processes.
 Demonstrate a thorough understanding of the text.
 Relate what they have read to prior knowledge and experience.
 Identify recurring themes across works in print and media.
 Make inferences and draw conclusions about contexts, events, characters, and settings.
 Explain the differences among genres.
 Discuss the impact of authors' word choice and content.
- Read nonfiction text and informational materials to develop understanding and expertise.
 Relate new information to prior knowledge and experience.
 Make connections to related topics and information.
 Define and sequence information needed to carry out a procedure.
 State the main idea in material read or heard and the significant details in his/her own words.
 Distinguish between significant and minor details.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Storyboards showing the setting, characters, and main events, with captions explaining the drawings
- Retelling of stories
- Book reports or reviews in which they analyze rather than just retell the story
- Records of formal and informal book talks
- Role-playing of characters
- Research reports on topics of interest
- Reading-journal responses to informational books or articles
- Records of formal and informal book talks

Standard 3. **Reading/Skills and Strategies**

The student is proficient in basic reading skills and strategies and continues to develop vocabulary and fluency in reading.

For example, students in fifth grade who meet this standard will:

- Read aloud accurately familiar materials of the quality and complexity illustrated in the district's adopted reading list.
Self-correct when subsequent reading indicates an earlier miscue.
Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
Use a rhythm, pace, and intonation that sounds like natural speech.
- Determine the meaning of unknown words using context, glossaries, and dictionaries.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Oral reading samples, miscue analysis, and/or running records that demonstrate accuracy and fluency using appropriate grade-level text
- Taped audio and/or video readings
- Records of group oral readings

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, edits, and revises work as appropriate for audience and purpose.

For example, students in fifth grade who meet this standard will:

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread their own writing or the writing of others, using dictionaries and other resources.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include finished pieces of writing with drafts attached.

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences.

For example, students in fifth grade who meet this standard will:

- Write to inform the reader.
Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
Maintain a focus throughout the piece of writing.
Provide appropriate facts and details from more than one source to develop the subject.
Organize the writing in such a way that a reader can easily follow what is said.
- Write to tell a story (fictional or autobiographical).
Organize the writing in such a way that the reader can follow what is said.
Provide an engaging beginning that establishes the situation, moves through a sequence of events, and concludes in a logical way.
Use literary elements, such as creating a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
Use dialogue with increasing skill.
Use a variety of literary techniques, such as suspense, dialogue, episodes, and flashbacks.
- Write to describe and express ideas.
Explore ideas and/or observations.
Maintain a consistent focus.
Orient the reader and use relevant and well-chosen detail to elaborate on ideas.
Exhibit clear thinking.
Analyze ideas by looking at them from more than one angle and/or moving through successively deeper layers of meaning.
- Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.
Clearly state the writer's judgment and/or point of view.
Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
Anticipate the reader's concern or counterarguments.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Informative reports
- Chapter books
- Book reviews
- Autobiographical accounts
- Imaginative stories
- How-to reports
- Sets of procedures

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

For example, students in fifth grade who meet this standard will:

- Use complete sentences.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information and ideas.
- Use conventional spelling by referring to resources when needed.
- Use appropriate and varied word choice.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include edited pieces of writing.

Standard 7. Speaking and Listening

The student listens, understands, evaluates, and speaks effectively in both formal and informal situations, using the appropriate conventions of language to communicate ideas.

For example, students in fifth grade who meet this standard will:

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas to the intended audience.
- Use language and gestures expressively.
- Participate in role-playing activities that extend a story ending or elaborate on a historical event.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Records of conversations about core, extended, and recreational reading in pairs, small groups, and large groups
Evidence of role-playing activities that extend a story ending or elaborate on a historical event
Coherent retelling of stories
Interviews of community members
Proposals for or defenses of a plan or project
Oral presentations

Grade Six

Standard 1. **Reading/Literature**

The student reads, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in sixth grade who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Annotated lists of self-selected and teacher-selected works read from a wide range of material representing diverse cultures, time periods, and genres

After reviewing their reading logs, writings about the extent and nature of their readings

Records of discussions of understanding of core, extended, and recreational reading in pairs, small groups, and large groups

Student reflections and insights regarding their reading growth

Videotaped interviews with students assuming roles of author and characters

Art projects that demonstrate meaning of text

Standard 2. **Reading/Comprehension**

The student reads for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level.

For example, students in sixth grade who meet this standard will:

- Respond to fiction (e.g., poetry, novels, drama) using critical, interpretive, and evaluative processes and produce evidence that they can:
 - Select favorite authors and genres.
 - Analyze how structure, for example, a play or first-person narrative, contributes to the understanding of text.
 - Compare and contrast ways characters solve problems.
 - Discuss recurring themes across works in print and media.
 - Make inferences and draw conclusions about contexts, events, characters, and setting.
 - Support plausible interpretations with evidence from the text.
- Read nonfiction text and informational materials to develop understanding and expertise.
 - Summarize ideas revealed in the text or visual media.
 - Relate new information to prior knowledge and experience. Make connections to related topics or real-world situations.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Reading logs (annotated) as students' personal reading records
Dialogue journals
Storyboards that reveal sequencing of important elements of a story
Records of book talks
Book reviews to persuade others to read the book
Readers' theater and role-playing to share understanding of the text
Quick draws to visualize settings, characters, and events
Research reports on topics of interest
Reading-journal responses to informational books or articles

Standard 3. **Reading/Skills and Strategies**

The student is an experienced reader who uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

For example, students in sixth grade who meet this standard will:

- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Taped audio and/or video readings
Record of group oral readings
Choral readings, readers' theater
Read arounds
Poetry readings
Collaborative vocabulary charts

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, revises, and edits work as appropriate for audience and purpose.

For example, students in sixth grade who meet this standard will:

- Create an organizing structure, e.g., brainstorming, clustering, and webbing, appropriate to a specific purpose, audience, and content.
- Develop a controlling idea that conveys a viewpoint or stance on a subject.
- Include relevant facts, concrete and sensory, and details.
- Engage the reader's interest by establishing a detailed context and creating a well-developed persona, using personal anecdotes. Create images.
- Analyze, reflect on, and revise their own work to further develop the piece of writing.
- Edit their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.
- Critique and respond to the writing of a peer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student- and teacher-created rubrics attached to writing
 Prewriting samples
 Portfolio of work from drafts to publishable work

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences.

For example, students in sixth grade who meet this standard will:

- Write to inform the reader, e.g., creating reports or narrative procedures.
 Provide an analysis of the subject.
 Provide information from a variety of sources to develop the subject in some depth.
 Provide some inferences or evaluation of the information.
 Include visuals or graphs as appropriate to support the text.
 Include clear and complete descriptions in each step of a narrative procedure.

- Write to persuade, e.g., create point-of-view pieces or responses to literary works.
Promote a thoughtful judgment that is interpretive, analytic, evaluative, or reflective.
Support the judgment through multiple references to the text, other works, works from other authors, nonprint media, or personal knowledge.
Demonstrate increasing understanding of the literary work.
- Write for self-expression or to entertain by creating poems, fictional narratives, and autobiographical accounts.
Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters with increasing facility and detail.
Use dialogue with increasing skill.
Use a variety of literary techniques, such as suspense, flashbacks, tension, alliteration, hyperbole, metaphor, and simile.
- Write to tell a story (fictional or autobiographical).
Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
Use dialogue with increasing skill.
Use a variety of literary techniques, such as suspense, dialogue, episodes, and flashbacks.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
 Chapter books
 Book reviews
 Autobiographical accounts
 Imaginative stories
 Poems
 How-to reports
 Sets of procedures
 Creation of a newspaper about a novel (or other piece of literature) to inform others
 Use of a literary work as a model to learn new ways to structure sentences
 Creation of visuals to extend story meaning

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

For example, students in sixth grade who meet this standard will:

- Manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures to make their writing effective and interesting.
- Use paragraph development, placement of text, and text structure to hold the reader's attention and facilitate understanding.
- Use conventional spelling by referring to a dictionary or other resources when necessary for less common or troublesome words.
- Use peer editing, reading and listening to each other's works to suggest ways to make improvement.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

First drafts of publishable work showing revisions and editing
Informative reports
Chapter books
Book reviews
Autobiographical accounts
Imaginative stories
How-to reports
Sets of procedures
Lists of new and intriguing words for personal use

Standard 7. Speaking and Listening

The student listens, understands, evaluates, and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

For example, students in sixth grade who meet this standard will:

- Ask appropriate questions and respond to the questions of others, participating in either small or large group.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Listen responsively and respectfully to others' points of view.
- Use language that is clear, audible, and appropriate for communicating to the intended audience.
- Use appropriate language and gestures to engage the listener.
- Effectively deliver speeches from history based on student work or written text.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Formal speeches

Oral presentations

Character interviews of literary or historical figures

Evaluations of why certain historical speeches have lasted

Coherent retellings of stories

Role-playing activities that extend a story ending or elaborate on literary/historical events

Records of conversations about core, extended, and recreational reading in pairs, small groups, and large groups

Grade Seven

Standard 1. **Reading/Literature**

The student reads, extensively and in depth, from a diverse collection of text and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in seventh grade who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or annotated reading logs about what they have read

Recorded conversations about core, extended, and recreational reading in pairs, small groups, and large groups

After reviewing their reading logs, writings about the extent, nature, and frequency of the reading they have completed

Records and/or graphs of the amount of time they have spent reading

Standard 2. **Reading/Comprehension**

The student reads for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level.

For example, students in seventh grade who meet this standard will:

- Respond to fiction (e.g., poetry, novels, drama), using critical, interpretive, and evaluative processes.

Select favorite authors and genres.

Identify recurring themes across works in print and media.

Make inferences and draw conclusions about contexts, events, characters, and settings.

Explain the differences among genres.

Discuss the impact of authors' word choices and content.

Connect literary selections to personal experiences.

Identify literary techniques and elements as examples in texts.

Create collages and charts illustrating literary terms and techniques.

- Read nonfiction text and informational materials to develop understanding and expertise.

Put ideas into their own words.

Relate new information to prior knowledge and experience.

Make connections to related topics and information.

Define and sequence information needed to carry out a procedure.

Distinguish between significant and minor details.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Research reports on topics of interest such as "I-search" papers

Reading-journal responses to informational books or articles

Records of formal and informal book talks

Storyboards and storymaps showing the setting, characters, and sequence of main events, with captions explaining the drawings

Retelling of stories

Response journals

Book reports or reviews in which they analyze rather than just retell the story

Records of formal and informal book talks

Role-playing of characters

Pictures created to visually or symbolically illustrate important ideas found in stories

Standard 3. **Reading/Skills and Strategies**

The student is an experienced reader who uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

For example, students in seventh grade who meet this standard will:

- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Taped audio and/or video readings
Record of group oral readings
Choral readings, readers' theater
Read arounds
Poetry readings
Collaborative vocabulary charts

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, revises, and edits work as appropriate for audience and purpose.

For example, students in seventh grade who meet this standard will:

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.
- Continue to develop a controlling idea that conveys a perspective on the subject.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Final copies attached to drafts
- Student/teacher rubrics attached to writing

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences.

For example, students in seventh grade who meet this standard will:

- Write to inform the reader, for example creating reports or narrative procedures.

Provide an interesting beginning that sets a context for a topic and concludes in a logical way.

Maintain a focus throughout the piece of writing.

Provide appropriate facts and details from a variety of sources to develop the subject.

Organize their writing in such a way that a reader can easily follow what they are saying.

Include appropriate facts and details.

- Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.

Clearly state their judgment and/or point of view.

Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.

Anticipate the reader's concerns or counterarguments.

- Write to tell a story (fictional or autobiographical).

Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.

Use dialogue with increasing skill.

Use a variety of literary techniques, such as suspense, dialogue, episodes, and flashbacks.

- Write for self-expression.

Explore ideas and/or observations.

Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
Chapter books
Book reviews
Autobiographical accounts
Imaginative stories
How-to reports
Sets of procedures

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing, to achieve clarity and to communicate with intended audiences.

For example, students in seventh grade who meet this standard will:

- Manage the conventions of written language.
- Use a variety of sentence structures with appropriate capitalization and punctuation.
- Use paragraphs to organize information and ideas.
- Use conventional grammar as appropriate to the purpose of their writing.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Edited pieces of writing
Spelling/vocabulary tests
Teacher-generated assessments

Standard 7. **Speaking and Listening**

The student listens, understands, evaluates, and speaks effectively in formal and informal situations using the appropriate conventions of language to communicate ideas.

For example, students in seventh grade who meet this standard will:

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase their understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible, and appropriate for communicating to the intended audience.
- Effectively deliver various oral presentations to an audience.
- Effectively deliver speeches from history based on student work or written text.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Records of a conversation about core, extended, and recreational reading in pairs, small groups, and large groups
Evidence of role-playing activities that extend a story's ending or elaborate on a historical event
Coherent retelling of stories
Interview of community members
Oral presentations

Grade Eight

Standard 1. Reading/Literature

The student reads, extensively and in depth, from a diverse collection of text and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in eighth grade who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) in depth about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Annotated lists of self-selected and teacher-directed works from a wide range of material

Recorded conversations about core, extended, and recreational reading in pairs, small groups, and large groups

After reviewing their reading logs, writing about the extent and nature of the reading they have completed

Standard 2. **Reading/Comprehension**

The student reads for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level.

For example, students in eighth grade who meet this standard will:

- Respond to fiction (e.g., poetry, novels, drama), using critical, interpretive, and evaluative processes and produce evidence that they can do the following:
 - Select favorite authors and genres.
 - Identify recurring themes across works in print and media.
 - Make inferences and draw conclusions about contexts, events, characters, and settings.
 - Explain the differences among genres.
 - Discuss the impact of authors' word choices and content.
 - Connect literary selections to personal experiences.
 - Identify literary techniques and elements as examples in texts.
 - Connect literary selections to historical contexts.
- Read nonfiction text and informational materials to develop understanding and expertise.
 - Put ideas into their own words.
 - Relate new information to prior knowledge and experience.
 - Make connections to related topics and information.
 - Define and sequence information needed to carry out a procedure.
 - Distinguish between significant and minor details.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Storyboards showing the setting, characters, and main events, with captions explaining the drawings
- Retelling of stories
- Response journals
- Book reports or reviews in which they analyze rather than just retell the story
- Records of formal and informal book talks
- Role plays of characters
- Collages and charts illustrating literary terms and techniques
- Research reports on topics of interest, such as "I-search" papers
- Reading-journal responses to informational books or articles
- Records of formal and informal book talks

Standard 3. **Reading/Skills and Strategies**

The student is an experienced reader who uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

For example, students in eighth grade who meet this standard will:

- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.
- Retell or paraphrase selectively to illustrate central ideas.
- Interpret charts, diagrams, tables, maps, and other visual organizers.
- Determine fact versus opinion.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Taped audio and/or video readings
Records of group oral readings
Choral readings, readers' theater
Read arounds
Poetry readings
Collaborative vocabulary charts
Vocabulary tests

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, analyzes, revises, and edits work as appropriate for audience and purpose.

For example, students in eighth grade who meet this standard will:

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.
- Continue to develop a controlling idea that conveys a perspective on the subject.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Final copies attached to drafts

Student/teacher rubrics attached to writing

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences.

For example, students in eighth grade who meet this standard will:

- Write to inform the reader, e.g., creating reports or narrative procedures.

Provide an interesting beginning that sets a context for a topic and concludes in a logical way.

Maintain a focus throughout the piece of writing.

Provide appropriate facts and details from a variety of sources to develop the subject.

Organize the writing in such a way that a reader can easily follow what they are saying.

Include appropriate facts and details.

- Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.

Clearly state their judgment and/or point of view.

Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.

Anticipate the reader's concerns or counterarguments.

- Write to tell a story (fictional, biographical, or autobiographical).

Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.

Use dialogue with increasing skill.

Use a variety of literary techniques, such as suspense, dialogue, episodes, and flashbacks.

- Write for self-expression.

Explore ideas and/or observations.

Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Informative reports
- Chapter books
- Book reviews
- Biographical or autobiographical accounts
- Imaginative stories
- How-to reports
- Sets of procedures
- Various poetry forms

Standard 6. **Writing/Conventions**

The student uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

For example, students in eighth grade who meet this standard will:

- Independently manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures and careful word choices to make their writing effective and interesting.
- Use paragraph development, placement of text, and text structure.
- Use conventional spelling.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Edited pieces of writing
- Published pieces of writing in school newspapers and literary magazines

Standard 7. **Speaking and Listening**

The student listens, understands, evaluates, and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

For example, students in eighth grade who meet this standard will:

- Ask appropriate as well as challenging questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase their understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible, and appropriate for communicating to the intended audience.
- Anticipate the listener's point of view and address this perspective in the presentation.
- Effectively present various types of oral presentations, such as informational, persuasive, and humorous speeches, to a variety of audiences.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Records of conversations about core, extended, and recreational reading in pairs, small groups, and large groups
Evidence of role-playing activities that extend a story's ending or elaborate on a historical event
Coherent retellings of stories
Interviews of community members
Oral presentations
Formal speeches

Grade Eight

Autobiographical Story

The writing is a first draft, timed writing, that reflects an incident from Maria's life. It illustrates Standard 5.

Standard 5: Writing/Communication, writing to tell a story (fictional, biographical, or autobiographical)

The work produces evidence that the student can:

- Create an interesting beginning that draws the reader into the story: "It was Christmas eve, around 2 a.m. or so. Everyone in the house were snug in their beds ready to wake up to a cheerful Christmas day."
- Create a situation: "I had been the innocent age of 7 when I learned the truth. The truth was my parents were Santa Claus." The story logically unfolded about how the student discovered the truth.
- Create some suspense: "I did not believe what my mother had told me. I just sat in bed asking myself why, shaking my head back and forth until I fell asleep. The next morning when I was at breakfast, every member of my family stared blankly at my expression."
- Finish the story with an effective conclusion: "From then on, I always thanked my parents when there was a package beside my bed, addressed to me from Santa Claus."

It was Christmas eve, around 2a.m. or so.

Everyone in the house were snug in their beds ready to wake up to a cheerful Christmas day. I had been the innocent age of 7 when I learned the truth. The truth was my parents were Santa Claus. As I was drifting off to dream land my mom with the clever mind of hers wrapped a medium sized package addressed to me from Santa Claus. I was wondering about all the presents I would get in the morning.

Although I was half asleep my mind was focused on those presents under the tree. My mom figured I would be asleep snoring or dreaming because she tiptoed into my room with the wrapped package. As she was placing the package by my side I was awakened by the rustle of paper and my mother, with the most motherly look she could have given me confessed of all the years she and my dad have been playing the part of Santa Claus. I was torn apart by her confession. Hadn't Santa visited the local mall? Hadn't he come to my school to pass out candy? I did not believe what my mother had told me. I just sat in bed, asking myself why, shaking my head back and forth, until I fell asleep. The next morning; when I was at breakfast, every member of my family stared blankly at my expression. I said nothing for I had a feeling that it was not needed. My mother, impatient with all the silence stood up and suggested that we all go and open our presents. Sure enough, as soon as she the magic word "presents", my face brightened and beamed with light. From then on, I always thanked my parents when there was a package beside my bed addressed to me from Santa Claus.

“Serious Cheerleaders”

Tracie has written a persuasive essay on cheerleading. It illustrates Standards 4, 5, and 6.

Standard 4: Writing/Process

The work produces evidence that the student can:

- Revise work by adding and changing work (see first and second drafts).
- Proofread her work.
- Develop a controlling idea.

Standard 5: Writing/Communication, writing to persuade

The work produces evidence that the student can:

- Clearly state her point of view. “However, if cheerleading were considered a serious sport, many good things would happen.”
- Provide supporting evidence: “If cheerleading were considered a serious sport, people would actually watch the cheerleaders and recognize their athletic ability. . . . If cheerleading were considered a serious sport, the cheerleaders would get much more time to practice in the gym. . . . There are no sports that allow teams of boys and girls to compete against each other fairly. If cheerleading were considered a serious sport, there would be one. . . . If cheerleading were taken more seriously, there would be no ‘stupid cheerleader’ stereotypes.”
- Anticipate counterarguments. “To some people, this title is an oxymoron. . . . People always think of cheerleading as an activity in which popular girls are supporting a team.”

Standard 6: Writing/Conventions

The work produces evidence that the student can manage the conventions of the written language with virtually no errors.

Serious Cheerleaders

To some people, this title is an oxymoron. However, if cheerleading were considered a serious sport, many good things would happen. For example, it would change the "stupid cheerleader" stereotype and replace it with more respect for the cheerleader's athletic ability. It would also change the amount of practice time in the gym, and the amount of tournaments our small school could excel in. Most importantly, it would be the only sport where teams of boys and girls could compete together with no unfair advantages. This could happen if the advisor or one of the head cheerleaders went to the administrative board and discussed with them why cheerleading should be taken seriously.

People always think of cheerleading as an activity in which popular girls are supporting a team. If cheerleading were considered a serious sport, people would actually watch the cheerleaders and recognize their athletic ability. For example, people would think of cheerleading like gymnastics or figure skating. They would realize how hard the cheerleaders have worked.

Presently at school, cheerleading practice time is given very low priority. Cheerleaders have a lot less time in the gym to practice than the other sports. If cheerleading were considered a serious sport, the cheerleaders would get much more time to practice in the gym. Therefore, the cheerleaders would have more opportunity to improve their skills.

Cheerleaders from a junior high school went to the national finals in Houston. I believe that if cheerleading were taken more seriously, this could happen for our school, also. Cheerleading is something our school could excel in if it were taken seriously. At school, there are no sports that allow teams of boys and girls to compete against each other fairly. If cheerleading were considered a serious sport, there would be one. Also, more boys would join because there would be no stereotype.

If cheerleading were taken more seriously, there would be no "stupid cheerleader" stereotype, the cheerleaders would have more practice time, and our small school would be represented by a sport in which both boys and girls could compete. Serious cheerleaders? Why not?

SERIOUS CHEERLEADERS

DRAFT

As to some people, this title ~~might seem like~~ is an oxymoron. ~~At though,~~ However, if cheerleading were considered a serious sport, many good things would happen. For example, it would change the "ditzy cheerleader" stereotype, ~~there would be more practice time in the gym,~~ and replace it with more respect for their athletic abilities. It would also change the amount of practice time in the gym, ~~because presently the cheerleaders only~~ and there would be more tournaments ~~to represent our small~~ that our smaller school could excel in. Most importantly, it would be the only sport ~~other~~ where teams of boys and girls could compete together with no unfair advantage.

People always think about cheerleading as an activity ~~where~~ in which popular girls ~~are~~ supporting a team . If cheerleading was considered a serious sport, people would actually watch ~~them~~ the cheerleaders and recognize their athletic ability. ~~They would think of it almost like~~ For example, if cheerleading was considered a serious sport, people would think of it like ~~figure~~ gymnastics or figure skating. They would realize how hard the cheerleaders have worked.

Presently, ~~an~~ at XYZ High School, cheerleading practice time is given very low ~~authority~~ priority. Cheerleaders have a lot less time in the gym to practice than the other sports. If cheerleading was considered a serious sport, the cheerleaders would get much more time to practice in the gym. Therefore, the cheerleaders would have a lot better ability.

At ABC Junior High School, their cheerleaders went to the national finals in Houston. I believe that if cheerleading was taken more seriously, this could happen for ~~any~~ our small school, also. Cheerleading is something our school could excel in if it were taken more seriously.

~~At this time~~ At XYZ School, there are no sports that allow ~~boys~~ teams of boys and girls to compete against each other fairly. If cheerleading ~~would become~~ were considered a serious sport, there would be one. Also, more boys would join because ~~the stereotype would be gone~~ there would be no stereotype.

If cheerleading was taken more seriously, there would be no "cheerleader" stereotype; the cheerleaders would have more practice time; and our small school would be represented by ~~something that we could~~ a sport in which both boys and girls could compete in. Serious cheerleaders? Why not?

“The Mighty Hunter”

This work sample is a poem that Tracie wrote using figurative language and similes. It illustrates Standard 5.

Standard 5: Writing/Communication, writing to tell a story in poetry form

The work produces evidence that the student can:

- Use figurative language: “With a tiny whiskered head peeking out . . . his dark gray coat disappearing into the night.”
- Use similes: “His eyes, glowing like fireflies in the dark night . . . And, he pounces, like lightning.”
- Use literary techniques: suspense.

The Mighty Hunter

*The mighty hunter slowly prowls,
His feet silently touching the brown weeds
His eyes, glowing like fireflies in the dark night,
Stare at the small round hole,
With a tiny whiskered head peeking out.
Quickly he crouches down, his dark gray coat disappearing into the night.
A small movement in the weeds,
And he pounces, like lightning.
With a sharp bite, his prey is limp,
And the gray house cat saunters home,
His new prize in his strong jaws.*

“Racism in the Union Army”

The writing represents an “I-search” project, a research project that is developed to answer a question of the student’s own interest. Erin interviewed a community member, read several resource documents, reviewed a movie, and wrote a reflective paper on her findings and on the research process. The question that Erin was researching was, “What racism did Black men face in the Union army?” Erin’s work illustrates Standards 5, 6, and 7. It represents an assignment completed over time rather than the first draft.

Standard 7: Speaking and Listening

The work produces evidence that the student can:

- Ask questions that are appropriate. Some were “yes-no” questions and somewhat leading: “Did most Whites in the army take a negative attitude towards Black men in the army? . . . Did African-American troops have a difficult time getting normal supplies? . . . Did White officers ever try to cheat Black soldiers out of their possessions?”
- Listen attentively. The student documented the answers to the questions in the section on the interview.

Standard 5: Writing/Communication, writing to inform the reader

The work produces evidence that the student can:

- Provide an interesting beginning. Erin started the paper with a documentation of the interview, describing vividly how she started the call and why she chose this particular person. She began the reflective paper by explaining clearly how the three themes of the unit (unity, identity, and war/conflict) all relate to the topic. For example: “Black troops were segregated from White troops and put into their own regiments. Although this was unfair, it eventually caused a sense of unity in the Black soldiers. They knew they were fighting for the same reasons and that they had to stick together to accomplish their goals. Among these goals, most African American soldiers joined the army to fight for equality and the end of slavery. Along the way they gained a pride in themselves and their race.”
- Provide appropriate facts and details from a variety of sources to develop the subject. Erin cited several sources, including the phone book yellow pages to find library numbers and museums, a college professor known by her family, a list of books from the professor, and

the movie *Glory*. Most of the information that Erin said she had learned about this topic was a summary of the answers to her interview questions: “I realized that the North was just as racist as the South except they wanted slavery abolished.”

- Document what she had learned about doing research. “At the beginning I was in a mass state of confusion, but that got straightened out eventually. . . . I learned how to interview and take good notes. I also became more confident when asking for help and references etc., while on the phone, plus a few other things. The most important lesson of all was do not procrastinate and leave things to the last minute.”

Standard 6: Writing/conventions

The work produces evidence that the student can:

- Use a variety of sentence structures and careful word choices.
- Use paragraph development effectively.
- Use appropriate punctuation and spelling in most cases.

RACISM in the UNION ARMY

INTERVIEW

I ran inside my house, looked at the clock and thought “Oh shoot, I’m ten minutes late for my interview!” I dashed into my bedroom, pulled my shoes off and tossed them next to the closet door. I found Dr. number, picked up the phone and dialed. A few seconds after I was settled on my bed with paper and a pen I heard the friendly voice of Dr. saying “hello?”. In response I said “ Hi, it’s Erin.” “Erin!” came the voice once again. “Hi, how are you?” Immediately I was assured I didn’t have to be nervous by the friendly tone of Dr. ____ voice so I started my interview.

Dr. ____ is a professor of American History with a specialty in the Civil War and Reconstruction Period at the local university. He is also chairman of the History department. I chose him for my interview be-

cause he's knowledgeable in the area of my topic, which is racism against blacks in the Union Army. Besides this, I know him from my temple, so I was almost guaranteed to be able to interview him. He is very friendly and I knew I wouldn't be supernervous while doing my interview with him. I called him on Sunday and we talked for about twenty-five minutes.

Q: Did most Whites in the army take a negative attitude towards Black men in the army?

A: Yes. There's no question that racism was bisectional. Northerners were just as racist as Southerners, and many northern soldiers had a very dim view of Black men in the Union army.

Q: Did African-American troops have a difficult time getting normal supplies?

A: Blacks were treated as second rate soldiers. They were given less supplies than Whites but were also paid less. White men were paid thirteen dollars per month, while Black men were paid eight dollars per month.

Q: Black soldiers were paid less than White soldiers, but did anyone try to take any kind of resistance?

A: There might have been some small resistance, but nothing major. Most of the soldiers had been in slavery for years, and were just grateful for being free and getting good meals. White Northerners probably felt it an injustice, more than the Black soldiers did.

Q: Even though they were paid less, were African-Americans always paid in money?

A: Yes, as far as I know.

Q: What was the average relationship between White officers and Black soldiers?

A: On average, most white officers were racist, like most White Americans at the time. There were a few kind officers, but in general, the officers didn't treat Black soldiers as well as Whites.

(By this time, I was getting worried because he was answering two of my questions while responding to only one. I didn't mind that much because he was giving me good answers.)

Q: Did White officers ever try to cheat Black soldiers out of their possessions?

A: No. Officers did not try to cheat the soldiers. The soldiers just weren't treated as well.

Q: Were racist white officers ever caught and punished?

A: I personally have never heard of an officer ever getting caught. It was very, very rare for White officers to be reprimanded for racist actions.

Q: When African-American soldiers were harshly punished, was it for minor causes that White soldiers wouldn't have been punished for?
(there is a little hesitation and then...)

A: That's a hard question to answer. It's hard to say if harsh punishments were given for more minor reasons.

Q: Were White men ever given the same punishments as Black men?
Such as whippings and being hung by their thumbs?

A: The same punishments may have been given, but not on the same scale.

Q: About how many Black officers were there?

A: Very few. There were no African-American officers at all above master sergeant.

Q: Were more African-American troops held back from fighting, or were they used as shields?

A: Before the Emancipation Proclamation, most troops were used for menial labor and backup groups. After the Emancipation Proclamation was passed, Black soldiers fought about as much as White soldiers did and on the same battlefields.

Q: When held back, what kinds of menial labor were Black troops used for?

A: African-American soldiers were used for trench diggers, road and bridge builders, tenants in hospitals and other unpleasant work such as burying the dead from a battle.

Q: Were Black soldiers' letters to the President, etc., ever received or answered? Did they ever accomplish anything?

A: Yes, the letters were received, but I doubt they were ever answered. Keep in mind what I said at the beginning. The whole country was still racist. The only difference between the North and the South was that the North wanted slavery abolished. People of color were still thought of as inferior, so little was done about complaints.

Q: Did African-American widows get the same benefits as White widows if their husbands died in war?

A: No. Widows of Black soldiers who died in battle were paid less pensions.

Q: What kind of medical treatment was given to Black troops? Was it equal or unfair?

A: I really don't know about that one. My best guess is that if it falls in pattern with everything else, Blacks were probably not given as much medical attention.

Dr. ____ had answered all my questions in twenty-five minutes, and I didn't even have to ask all of them because he answered some while on a different question. I liked this interview because it had an easy going feeling with it. I wasn't worried about how nervous I was, so I could just concentrate on the answers. I learned a lot in this interview and was able to clarify some of the questions I'd had. At 8:05 pm, I thanked Dr. _____. "Anytime", he said in his friendly way. I hung up the phone after saying goodbye, with a feeling of accomplishment.

REFLECTIVE PAPER

My I-search topic is: what racism did Black men face in the Union army? My beginning choice was Blacks in the Union. My topic evolved as I moved along, and I really liked what I came up with as my final topic. Racism has always been an issue that's interested me and bothered me a lot at the same time. Plus, almost any aspect of the Civil War is interesting to me. After the Emancipation Proclamation the North was fighting to end slavery and have more equality, but was there equality for all members of the Union army? Questions and thoughts like these kept me interested and happy with my topic.

The three unit themes of unity, identity, war/conflict all relate to my I-search question. Unity and identity are the two major themes related to my topic. Black troops were segregated from White troops and put into their own regiments. Although this was unfair, it eventually caused a sense of unity in the Black soldiers. They knew they were fighting for the same reasons and that they had to stick together to accomplish their goals. Among these goals, most African American soldiers joined the army to fight for equality and the end of slavery. Along the way they gained a pride in themselves and their race. Many were fighting to have unity with Whites and live in peace as an equal.

Identity relates to my topic because in a way, soldiers were fighting for the right to be Black without facing racism, and worries of themselves or their families being sold into slavery. They were fighting for the right to live next to a White man as his equal, and as a Black person at the same time. The issues of equality, unity, and identity sort of

meld together. War/conflict is also included because Black soldiers were fighting a war which involved issues such as equality and the ending of slavery. Conflict relates because for a long time, there had been conflict between the two races. Allowing African-Americans to fight was the first step towards resolving the problem.

As soon as I found my topic, I went straight to work. I used the yellow pages to find library numbers and museums that might be useful. I called around and asked for book references and people who I could talk to about my subject. I got a few book names and one person to call when my mom reminded me that Dr. ____ was a professor of history at the local university. I called him, and he gave me a good size list of books. I visited the Public Library's main branch and discovered that the one book I found couldn't be removed from the library. I also found a number for a Civil War reenactment group at the library. I rented and watched the movie "Glory", which is about a Black regiment from Massachusetts. At school I found another re-enactment group's number. In my second trip to the main branch I had more luck, and was able to find two more books. Dr. ____ was probably my biggest help in this project because he was able to get some really good books for me. I called both reenactment groups and was not able to get in touch with anybody from either place, so I asked Dr. ____ and he agreed to an interview. After reading my books and doing my interview, I started to write my paper.

The I-search process was fun because it was my own question, and I could go at my own pace. It was also very frustrating. I hit a lot of brick walls while trying to do my search. Doing research at the library was difficult because they didn't have half the books I wanted, plus I had

to copy everything. The people I had planned on interviewing weren't there, or didn't answer my call (thank goodness for Dr. ____). At the beginning I was in a mass state of confusion, but that got straightened out eventually. Despite all the frustration, this project has taught me a few things about how to do a report/project/paper. I learned how to interview and take good notes. I also became more confident when asking for help and references etc., while on the phone, plus a few other things. The most important lesson of all was do not procrastinate and leave things to the last minute.

As for my question, it got answered in full. I found out a lot about my topic that I didn't know at all before this project. There was definitely a lot of racism against Blacks in the Union army. I realized that the North was just as racist as the South except they wanted slavery abolished. Most Northerners did not want to see Black soldiers, because even in the North, people of color were still considered inferior. In the army, African-Americans were considered second rate. They were paid less, and given fewer or worse quality supplies than white troops. There were very few Black officers until the end of the war, and even then none were ranked above master sergeant. African-American soldiers had to deal with harsher punishments and racist officers. Until after the Emancipation Proclamation, they were used as backup groups, and spent most of their time doing menial labor. Black soldiers in the Union army had a difficult time. They faced racism, stereotypes, and harsh treatment practically everywhere they went. Despite all this, African-American soldiers proved themselves to be just as brave as White men in battle, and were a great addition to the Union army.

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History Editorial

Katie has written an editorial on the Boston Tea Party as a homework assignment. The work illustrates Standards 2 and 5.

Standard 2: Reading/Comprehension, responding to nonfiction

The work produces evidence that the student can:

- Put ideas into her own words: “The Boston ‘Tea Party’ was in one sense a celebration, yet in another sense a crime.”
- Distinguish between significant and minor details: She included information on details, including the monopoly given to the East India Company, passage of the Tea Act in Parliament, and passage of another series of laws “to punish Massachusetts and to make it pay for the tea.”
- Sequence information in the right order.

Standard 5: Writing/Communication, writing to persuade

The work produces evidence that the student can:

- Provide an interesting beginning and clearly state her point of view: “Ah yes. The Brits are at it again, fellow colonists. Monopolizing yet another aspect of our lives.”
- Provide supporting evidence: “What has been passed in Parliament was the Tea Act. . . . The English Prime Minister, Frederick, Lord North, has assumed (without inquiring of us I might emphasize) that we colonists would not object to the price of tea being lowered. . . . Parliament, absolutely furious, has now passed another series of laws to punish Massachusetts, and to make it pay for the tea.”

History

Editorial

Period 3

9-26-94

Ah yes. The Brits are at it again, fellow colonists. Monopolizing yet another aspect of our lives. Parliment has given the East India Company a monopoly of the tea business, so why can't it give other monopolies to the company or any other group?

What has been passed in Parliment was the Tea Act. It authorizes the E. I. Company to sell its tea directly to our colonial retailers. This eliminates handling charges from British and colonial wholesalers. England has also repealed their tax on tea, so only the Townsend Act remains.

The English Prime Minister, Frederick, Lord North, has assumed (without inquiring of us I might emphasize) that we colonists would not object to the price of tea being lowered. It is not the price drop that our leaders object to, but the very idea that England can tax us however, how often, and how much they care to infuriates the citizens of our 13 colonies.

Some of these enraged citizens, merchants, and leaders have acted up in Boston. When the tea ship, the Dartmouth landed, the Massachusetts governor, Thomas Hutchinson, was determined to enforce the new law. Because of this, tension and tempers alike mounted for more than two nights. Finally, on December 16, a group of well-known "Mohawk

Indians" boarded the ship and dumped more than 5,000 pounds worth of tea into the Boston Harbor. My, there must have been some happy fish down there that night!

The Boston "Tea Party" was in one sense a celebration, yet in another a serious crime. Parliment, absolutely furious, has now passed another series of laws to punish Massachusetts, and to make it pay for the tea. These have been dubbed "the Coercive Acts" in England. These acts are the Acts of Tyrants! As Ben Franklin has put it if the British government wanted to make up for the East India Company's losses, it ought to pay the money itself.

So, fellow patriots, I ask you, urge you, to support fellow colonists in Massachusetts! Unite all 13 colonies into one power! Rise up and rebel against England! Fight, in any way you can, for the right and just cause for Independence!

- Anonymous

“The Promise of America”

Ryan has written a speech on the American heritage for a history class as a homework assignment. It illustrates Standards 5 and 7. The student work represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing to inform

The work produces evidence that the student can:

- Provide an interesting beginning, using descriptive language: “Streams of crystal clear water, . . . mountains rolling with gentle curves, . . . sun-colored grasses flowed in waves.”
- Maintain a focus throughout the piece of writing: the promises that America has offered to its inhabitants and that it offers him.
- Provide appropriate details: “This land harvested new ideas of life and how it could be. These new ideas turned to cries of freedom from the old tyrannical rule of other lands. A war was fought and a new country arose.”

Standard 7: Speaking and Listening

The work produces evidence that the student can:

- Organize the speech so that the listener could easily follow: His first paragraph spoke to a “land of promises for all.” He talks about the changes to the country, including the new immigrants, and says that “these changes often challenge the promises of the past. . . . He asks himself, “But, what do I consider the promise of America to be, to me?” He concludes with what he considers to be the true promise of America, the freedom of choice.
- Use appropriate grammar and word choice.
- Use clear language for communicating: “Once upon a time, there was a land. This land was edged by golden sands. . . . We were a people who had causes that brought us together. . . . We have become a country of individuals who work for the good of themselves. . . . America promises me good things and bad things. . . . No one dictates the choices I make but myself.”

THE PROMISE OF AMERICA

Once upon a time, there was a land. This land was edged by golden sands. It was filled with lucious green forests that stretched for miles without end. Streams of crystal clear water ran through fertile valleys. Mountains rolling with gentle curves stared across at jagged peaks of others. Sun-colored grasses flowed in waves towards mighty rivers which bisected the land bringing life to forsaken places. Swamps and deserts scattered over this land truly made it a land of promises for all.

This land held people who's destructive tendencies had not been provoked. They used this land as their mother, not a tool. Harmony flowed between them and the herds of wild creatures that roamed where they pleased. These inhabitants lived softly in this land leaving few traces of their existence. This abundance was the initial promise of what was to become America.

Seeking refuge from the harshness and difficulties of their own land, others flocked to America's shores. Among these were men of noble thoughts. They built towns and a new life. This land harvested new ideas of life and how it could be. These new ideas turned to cries of freedom from the old tyrannical rule of other lands. A war was fought and a new country arose, the country of America. The Promise of this new country to its people was "life, liberty, and the pursuit of happiness.

"What has become of this promise today? How do the words of long ago affect the citizens of this country? What do I feel this country has promised me?

We were a people who had causes that brought us together. The growth of a young nation after the Revolution, the reconstruction and westward expansion after the Civil War, and the worldwide upheavals caused by World Wars I and II gave us a bond and a pride.

But as people from other countries continue to populate America, they bring with them new cultures, new hatreds, and new ideas. These changes often challenge the promises of the past including the freedom of speech, the freedom of the press, the right to representation in our government, and the right to bear arms. The citizens of this country often bend the promises to their personal needs or prejudices. We have become a country of individuals who work for the good of themselves. It seems to me, to most, the pursuit of happiness is often the pursuit of money.

But, what do I consider the promise of America to be, to me? America promises me good things and bad things. America promises that I, and those of my generation take care of the problems and waste that the generations before us have left over. The depletion of our natural resources, the population expansion, the harm being done to our environment, are all problems which are constantly being pushed away. These will appear as big issues for us.

When I ask myself what America promises to me as an individual, the first thing to come to my mind is that I have a freedom of choice. I can choose how I want to live. I can choose where I want to live. My destiny is my own making. I have the right to choose if I want to remain in this country. No one dictates the choices I make but myself. This is a promise that many countries in today's world are not able or willing to make. And to me, that is the true promise of America.

Self-Evaluation Essay

Tracie has reflected on the work she has selected for her portfolio in reading, writing, speaking, and listening over the course of a year. Her writing demonstrates confidence in her ability to assess her own work. This example illustrates standards five and six. The student work represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing for self-expression and reflection

The work produces evidence that the student can:

- Explore ideas and/or observations: “Some of the genres I tried worked better than others, but there weren’t any that just didn’t work. . . . My writing process has improved very much. . . . The three most important ones [I have learned to do well as a writer] are: using figurative language, writing poems, and using description. . . . I have read twenty-eight books this year. To me, just that fact shows that I have grown in reading.”
- Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning: In her summary of *The Hunchback of Notre Dame*, she states that it “really changed the way I think about prejudice and wrong impressions. . . . One way that my reading is related to my writing is that when I read good books, I often imitate the author’s style in my writing.”
- Reflect on listening and speaking skills: “I think the oral book reports we did really helped my speaking abilities. . . . To learn well, you have to be a good listener. . . . One thing that I would like to do better as a listener is to learn how to tune out all the other noises and tune in on what is important.”

Standard 6: Writing/Conventions

The work produces evidence that the student has managed the conventions of the written language with virtually no errors.

May 24, 1996

Period 3

Self-Evaluation Essay

I have written a lot this year in Language Arts class; 239 pages, to be exact, and 14 finished pieces. That's not all that I've accomplished, though. I've also read twenty-eight books and have done numerous listening and speaking activities. As you can see, I have worked and learned a lot in Language Arts this year.

This year, I have tried many kinds of writing genres. They are: poetry, persuasive essay, evaluation essay, reflective essay, and biographical sketch. Some of the genres I tried worked better than others, but there weren't any that just didn't work.

One genre that I didn't try but would like to is a science fiction story. One reason I didn't try it is because I wasn't required to; it's hard for me to do things like writing on my own when it's not due. Another reason I didn't try a science fiction story is because it's hard for me to come up with ideas for things; especially short stories. Maybe some time this summer I will have the time to try it.

As I have said before, I have learned a lot this year. My writing process has improved very much; I have learned to write ideas down as I get them. I have also learned to write in messy, revised drafts. The content of my writing has gotten much better, too. I have learned to use the correct formats for my essays, and how to write different kinds of essays. The mechanics of my writing has greatly improved, also; I am now able to edit my own papers before I ask someone else for their

opinion. Another way I have grown as a writer this year was in my essays. Last year, I was not very good or confident at writing essays. This year, I have learned a lot and have learned how to write good essays.

As a writer, there are a lot of things that I have learned to do well this year. The three most important ones are: using figurative language, writing poems, and using description so that the reader can picture the scene. During my two years in this class, I think that I have mastered these skills.

Although there are some things that I can do well as a writer, there are some that I wish I could do better. I wish I could: get more ideas for stories and poems, be able to make up good characters and develop them well, and write better short stories.

My three most effective pieces are: "The Mighty Hunter," a poem; "The Two Faces of Dad," a biographical sketch; and "Amazing Helen," an essay. I ranked "The Mighty Hunter" most effective because it has great description, such as the simile "His eyes, glowing like fireflies in the dark night." The last reason I chose "The Mighty Hunter" as most effective was that it is suspenseful to see what the "mighty hunter" was and adds interest. My second most effective piece was "The Two Faces of Dad." I chose it second-most effective because it has good description, such as "his once dark black hair had streaks of gray." Another reason I ranked it second-most effective is that it depicted my dad's personality and looks very well. Anyone who has read the story would know what my dad is like. I chose "Amazing Helen" for my third-most effective piece

because I had an interesting hook and I showed instead of told all the amazing things Helen Keller did.

When I look at the three most effective pieces and the one I ranked least effective, I can see a lot of differences. In my three top pieces, I had really descriptive hooks that got the reader's interest. In my least effective piece, my hook was very weak and not interesting. Another difference was description. There were no silver-dollar words in my least effective piece, and many in my other pieces. The last difference was content. In my three most effective pieces, everything I said was strongly supported with evidence; while my least effective piece was hardly supported at all.

As I read over my pieces, I discovered some things about myself as a writer and my writing. I have learned that my writing is always connected somehow to something I'm interested in or know a lot about. For example, I wrote the essay "Serious Cheerleaders" because I am a cheerleader and am interested in cheerleading. Another thing I realized about my work is that all of the fictional characters in my writing are based on someone or something I know. For example, I wrote "The Mighty Hunter" for my cat, Murphy, because I have always thought of him as a "mighty hunter."

The thing that has helped the most with my writing is Writer's Workshop. Our teacher decided not to do it anymore in the middle of this year, but it really helped me learn to write different genres and helped me perfect my writing. It also helped me enjoy my writing more. When my teacher decided to stop doing Writer's Workshop, I didn't think I

would mind at all. On the contrary, I really miss having the freedom of choosing what I write about. Instead, we have been writing essays about what our teacher chooses. After Writer's Workshop was stopped, practically the only thing that I learned about writing was how to write various essays; something I'm not too interested in.

As you saw in the first paragraph of this essay, I have read twenty-eight books this year. To me, just that fact shows that I have grown in reading. Not only have I grown in the quantity of the books I read, but I have also grown in the quality of the books I read. This year, I have read many books that I would have thought too hard or too long to read. One example of a book that I would have thought last year was too long to read was The Rainmaker by John Grisham. When I tried it, I thought that it was really good; something I hadn't expected from a book 598 pages long. Pride and Prejudice, by Jane Austen, was a book that was definitely a challenge for me. It was written a long time ago, and the language was hard to understand. But I ended up really liking it, and I am glad that I decided to read it.

This year, I have read many different genres. I have read: science fiction, poetry, fantasy, mystery, classic, play, historical fiction, and autobiography. Out of all of those, I think I liked mystery, fantasy, and classic the best.

One genre of book that I never tried but would like to is a science-adventure, such as Darwin's Origin of the Species. That genre is about scientists and their travels and their discoveries. It sounds like a fun kind of book to read.

The four best books I have read this year are: The Hunchback of Notre Dame, by Victor Hugo, The Rainmaker, by John Grisham, Martin the Warrior, by Brian Jacques, and A Cry in the Night, by Mary Higgins Clark. The most significant thing I remember from The Hunchback of Notre Dame is that it is very descriptive and exciting. It is one of my favorite books of all time. The most significant thing I remember from The Rainmaker is that it has a really complex and interesting plot. I like Martin the Warrior a lot because it is really humorous and exciting, and I like A Cry in the Night because it's really suspenseful.

The best book I've read this year, The Hunchback of Notre Dame, has really changed the way I think about prejudice and wrong impressions. The part in the book that really made me think about it was when Paquette, a lady in the book, is grieved over the loss of her lovely little girl years ago when she was stolen by gypsies. So whenever she saw La Esmeralda, a beautiful gypsy girl, she always cursed her and yelled at her. But, at the end, Paquette realized that La Esmeralda was really her daughter. This really made me think about the old proverb "don't judge a book by its cover." If Paquette had not been prejudiced against gypsies and La Esmeralda, she would have prevented a lot of grief.

The three most important things I am able to do as a reader are: I can read challenging classics, I can read books written for adults, and I can read a variety of genres. The three things I wish I could do better as a reader are: read more science fiction books and understand them,

read more classics, and read all "good" books (not to read a book that isn't worth reading.)

The thing that helps me the most with my reading is our teacher's recommendations to the class on books she's read. Those suggestions and the recommended reading list have really helped me find good books to read that maybe I wouldn't have read before.

Reading and writing go hand in hand. One way that my reading is related to my writing is that when I read good books, I often imitate the author's style in my writing. One way my writing affects my reading is that when I learned that I liked to write poetry, I started to read other people's poetry for inspiration.

Speaking is important for success. To be successful, you have to be a good speaker. This year, I think I really improved in speaking. Last year, I'd get really nervous when I had to speak in front of the class. This year, I am getting much better. I think the oral book reports we did really helped my speaking abilities. Even though I have improved in my speaking, though, I would like to be better at presenting projects in front of the class.

To learn well, you have to be a good listener. I think I have really improved in my listening this year. Last year, I had to wait until I was told by the teacher before I would take notes on something important. This year, I have learned to automatically get out a pencil and paper when the teacher is describing an assignment. One thing that I would like to do better as a listener is to learn how to tune out all the other noises and tune in on what is important.

If I had to write my own year-end report, it would look like:

<i>Writing:</i>	<i>A</i>	<i>Reading:</i>	<i>A</i>
<i>Speaking:</i>	<i>B+</i>	<i>Listening:</i>	<i>A</i>
<i>Attitude:</i>	<i>A</i>	<i>Effort:</i>	<i>A</i>

My greatest strength as a learner is that I am willing to learn. I come to class every day ready to learn and I leave knowing I have done as much as I can as well as I can. I really think that I can succeed and I have the tools to do it.

My greatest weakness as a learner is my perfectionism and procrastination. Perfectionism wouldn't be so bad, but since I want to do a perfect job, I almost always wait to do the work. My solution for this is to just do the work, and not worry if its perfect as long as I did my best. I think that this solution will work for me.

The one thing my teacher did to help me the most in Language Arts is that she was always willing to answer my questions; whether it was during or after class. She has always shown that she has cared about me and my work, and that has really helped me.

To my teacher - thanks so much for helping me through these two years. You have taught me almost everything I know about writing. Before I was in your class, I'd never even realized I liked and was good at writing. Thanks again!

“Failing in the Presence of Ants”

The writing represents a “think aloud” procedure with a short poem that Mark did alone. The purpose of the procedure, as explained by Mark, is for students to determine the meaning of the poem on their own before discussing it in class. The writing is well done for an eighth grader. The student work illustrates Standards 2, 5, and 6.

Standard 2: Reading/Comprehension, responding to fiction

The work produces evidence that the student can:

- Make inferences and draw conclusions about contexts, events, characters, and settings. For example, after the fifth line of the poem, Mark infers that the poet and his daughter are sitting on a blanket observing the passing ants. He further infers that the title implies that they will “see a quality in each ant that is absent in our society.”
- Discuss the impact of authors’ word choices and content: Mark discusses, after line 7, the choice of the word *human* and suggests that although *humane* seems to be a better word choice, he now understands the meaning of the title. He also discusses the impact of the author’s words in the remaining lines of the poem.
- Connect the poem to his own experiences, as when he confirms some of the poet’s comments about the way humans live.

Standard 5: Writing/Communication, writing for self-expression

The work produces evidence that the student can:

- Explore ideas: The student explores the idea throughout the paper that ants are more human than people.
- Analyze ideas by looking at them from multiple angles: He looks at ants from the physical idea of being human as well as from other angles such as greediness, efficiency, aesthetics, zeal, and intelligence.

Standard 6: Writing/Conventions

The work produces evidence that the student can manage the conventions of the written language with virtually no errors.

Failing in the Presence of Ants

Think Aloud

(Note: Although this Dias procedure requires an instructor and 4 students, I'm rather short on people, so I guess I'll just do the procedure myself. With a dictionary in hand, I plunge into the poem.

I've read it once now, and no words need to be cleared up, so I discard the dictionary. I proceed to read the poem again, to make meaning of the poem. I read each line carefully, making connections and asking questions.)

Failing in the Presence of Ants

I wonder how well the title fits the poem.

We seem to some purpose, daughter

*And just what would the purpose be, pray tell? So far,
things are vague.*

Across the park among the trees that give the eye something to do,

*Is this the purpose that you live for, to watch the swaying
motions of trees in the park?*

Let's spread a blanket on the ground

We have an action, folks. Now things are becoming clearer.

And watch the ants

Ah, connections are being made. As the poet and his daughter are sitting down upon the blanket, they observe the passing ants. I think they'll see a quality in each ant that is absent in our society. I wonder what that absence is. The title and this inference go well together, I believe now that the title will fit quite nicely in this poem.

loose threads to an old coat

an interesting analogy, but one I don't understand yet

Perhaps they are more human than we are

I doubt that. Being human is to have two hands, two legs, and a large brain, all which I seriously doubt the ants have. Using human in that line doesn't seem to fit as a medium for basis of judgment. Maybe humane would be a better choice of vocabulary. But the title has a lot of meaning now.

basis of judgment

Maybe humane would be a better choice of vocabulary. But the title has a lot of meaning now.

They live for the female, rescue their hurt, and fall earthward for their small cause

Well, I can say that we rescue our hurt, however, our society doesn't have a matriarch, since I assume that by saying that the ants live for THE FEMALE the poet means the queen. Is that how we fail in the presence of ants? Because we have no one to guide us but our own blind selves? And is it really such a small cause? Let's read on, shall we?

We live for our bellies, the big O of our mouths,

Give me, give me, they say—the poet's got a point. We do spend a lot on food that we can do without. Point scored Mr. or Mrs. poet, you have a reader who is beginning to understand that you may be right about the title.

*and many people, whole countries, may go under because we desire TV
and chilled drinks, clothes that hang well on our bodies*

*Desire sodas and angled lamps and hair the sea may envy on a
slow day—A gang of points. I guess ants have got us quite beat in
that area. First, they have no modesty about themselves, in fact,
we're the only animals who cover themselves for aesthetic quality
and modesty, or cover themselves at all for that matter. And the
human race is also quite picky when it comes to stylishness in
furniture and hair. Yup, the ants are not modest, picky or aes-
thetically inclined, and are therefore more efficient than we will
ever be. They also put forth 100 times more effort than the
strongest man will ever do in a lifetime. I'm beginning to see a
lot more things in which ants are far superior to us. Rather
scary.*

It is hurtful to sweep ants into a frenzy, blow chemicals into their eyes.

*Although they are pests inside the home, I believe that ants out-
side should be left alone and not killed just because they pose a
threat. They get rid of dead things in the yard a lot quicker, and
it's good to know you don't have to pick the dead things up with
the ants to help you.*

*Those austere marchers who will lift their heads to rumor—seed, water,
or lead, dropped apple—and start off, over this and that, between sloppy
feet and staggered chairs for no purpose than it might be good*

*That's quite a thought inducer. It's quite true, though, because we
will almost never go after a rumor, usually because they're not
true in our society. But I guess when your only purpose is to get
food, rumors must be true. And you have to give them credit for
their incredible zeal, with which they will walk forever to reach
that one sacred food item. Yes, I am a convert. I really have
been convinced by this powerful poem that we are not so superior
to everything around us. Although we may think that we are
more intelligent because we invent things like buildings and guns
and bombs, maybe the ants think they are more intelligent than
humans for the same reasons.*

*I am deeply struck by this poem. No other has made me ponder
about the questionable human society than this one short little
poem. Deep thoughts are produced by things like these. I only
wonder if the poet knows exactly how convincing and powerful
those words are to a reader.*

Reading Log

Kris has prepared an annotated reading log of short selections as a sample of her reading. She has prepared a brief summary for each selection she read as well as reflecting on one thing she learned. The work illustrates Standard 1.

Standard 1. Reading/Literature

The work produces evidence that the student can:

- Read a number of short stories: fiction, assigned, teacher-selected, and self-selected.
- Read nonfiction, e.g., newspaper article, public document.

Reading Logs—Short Selections

Title: *"Forget the Thelma & Louise Thing"*

Author: *Nina Easton*

Source: *Los Angeles Times Magazine*

___ short story

Date: *11/7/95*

___ poetry

X magazine article

___ essay

___ directions/forms/charts

Pages: *10*

other _____

Summary: *This article was about the differences between opposing candidates Diane Fienstein and Barbra Boxer. This contained very hard vocabulary and took quite some time to read.*

Reflection/One thing I learned.... *I learned of qualities each candidate has and experienced new words and political concepts.*

Reading Logs—Short Selections

Title: *"The Golden Door"*

Author: *Joan L. Nixon*

Source: *AB Sixty Five test*

☒ short story

Date: *Feb. 21*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *3*

other _____

Summary: *This was a short story about a boy and his sister, who were immigrants wanting to be American immigrants. It told of the process they went through and their feelings.*

Reflection/One thing I learned.... *I learned that to be grateful I'm not an immigrant having to sail on ships and go through processes not knowing whether they'll be accepted or not.*

Reading Logs—Short Selections

Title: *"Flying Blind"*

Author: *Jim McClain*

Source: *Reading Diagnostic Test*

☐ short story

Date: *September 14, 1995*

☐ poetry

☐ magazine article

☒ essay

☐ directions/forms/charts

Pages: *6*

other _____

Summary: *Flying Blind was an autobiographical incident that was written very descriptively. It was about Jim McClain and his challenge, Flying Blind. He told of the frustration of never actually "seeing" things, but also the advantages of his imagination taking little details into great depths. I enjoyed reading his essay very much.*

Reflection/One thing I learned.... *I learned that being Blind is very frustrating not being able to "see" but that when you're blind the littlest things in life are as important as you make them. Your imagination can take you many places. Jim McClain along w/many others in a way are better than "normal" people.*

Reading Logs—Short Selections

Title: *"Up on Fong Mountain"*

Author: *Norma Fox Mazer*

Source: *Literature and Life*

☒ short story

Date: *September 18, 1995*

☐ poetry

September 21, 1995

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *6*

other _____

Summary: *Up on Fong Mountain is about BD and Jessie's life. They were boyfriend and girlfriend they had many fights, about nothing. But at the end, they got back together.*

Reflection/One thing I learned.... *Relationships can still work no matter the differences.*

Reading Logs—Short Selections

Title: *"The Tell-Tale Heart"*

Author: Edgar Allan Poe

Source: *Audio tape*

☒ short story

Date: 10/16/95

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: 13 min.

other _____

Summary: *"The Tell-Tale Heart"* was a short story of a man who was mad. This man crept into the man with the glass eye's room every night watching him sleep. Then one night he killed the man with the glass eye, then chopped the man's arms, legs, and head off. He proceeded to stuff the body under the floor boards. And act as if nothing happened. He ends up confessing because he hears the dead man's heartbeat.

Reflection/One thing I learned.... *I learned that no matter how "mad" you are if you kill someone, something will always haunt you and guilt will be with you all the time. Haunting you day and night.*

Reading Logs—Short Selections

Title: *Declaration of Independence*

Author: *Thomas Jefferson*

Source: *Public Document*

___ short story

Date: *10/11/95 10/12/95*

___ poetry

to 10/17/95

___ magazine article

___ essay

___ directions/forms/charts

Pages:

☒ **other** *Historical Document*

Summary: *The Declaration of Independence is a historical document that tells to the world the reasons American Colonies wanted to become an independent country. It lists reasons for this, complaints against King George, the third and statements about the government. Thomas Jefferson wrote most of the document.*

Reflection/One thing I learned.... *I learned new and unfamiliar words and some reasons we became an independent country and why.*

Reading Logs—Short Selections

Title: *"Cask of Amontillado"*

Author: *Edgar Allan Poe*

Source: *Tales of Mystery and Imagination*

☒ short story

Date: *11-7-95/11-9-95*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *365-371*

other _____

Summary: *This story was a story of revenge. The Montresors want revenge because Fortunato insulted him. Montresor tricks Fortunato into going down in the catacomb to taste the Amontillado wine. When they arrive Montresor ties up Fortunato and builds a brick wall to bury him alive for the insult.*

Reflection/One thing I learned.... *This story was probably my favorite of all, one thing that surprised me was that as I've read more stories and the writing style is becoming easier to read and I'm actually comprehending the story. This was a very exciting story of revenge, I enjoyed reading it.*

Reading Logs—Short Selections

Title: *Invasion of the Body Snatchers*

Author: *Jack Finney*

Source: *science fiction booklet*

☐ short story

Date: *12-13-95*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

☒ other *San Francisco play*

Pages: *11*

Summary: *This invasion of outerspace we did in form of a play. It was about these pods that were taking over the human species by taking on replicas of the humans. But when they realize they cannot take over the human race they leave the planet and everybody is returned to normal.*

Reflection/One thing I learned.... *I learned that if you're body was invaded by this particular pod then you wouldn't have feelings or fingerprints.*

Reading Logs—Short Selections

Title: *Areng*

Author: *Federic Brown*

Source: *science fiction booklet*

☒ short story

Date: *Jan. 8, 1996*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *4*

other _____

Summary: *This invasion of outer space was about two different races at war. At a point time is frozen and the man, Carson and opponent, roller are brought to a planet of blue hot sand to fight each other to see whos species will live. By using brain power and courage Carson wins and the human race thrives.*

Reflection/One thing I learned... *As long as you have courage and brain power you can battle many things and win weather it be on earth or any other planet.*

Reading Logs—Short Selections

Title: *Forty Days Lost*

Author: *Ben East*

Source: *Survival stories*

☒ short story

Date: *2-20-96*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *47*

other *True*

Summary: *This was about a crew of seven men who's airplane goes off course and runs out of gas. They are lost with very few supplies and only each other. They must be found before they freeze to death.*

Reflection/One thing I learned.... *That it's amazing they stayed alive for forty days by eating berries and moss and made appliances to survive. But most of all you must respect others when your together and work together.*

Reading Logs—Short Selections

Title: *Found Alive*

Author: *Ben East*

Source: *Survival Stories*

☒ short story

Date: *3-27-96*

☐ poetry

☐ magazine article

☐ essay

☐ directions/forms/charts

Pages: *47*

other *True*

Summary: *A family goes hunting in the northern woods of Michigan where two family members get lost. Junior the youngest goes through icy water, snow, and much more untill he's finally found ill 5 days and nights. And his uncle, Ralph, is able to make his way out in 3 days and 2 nights.*

Reflection/One thing I learned.... *is that you should always take matches and a compass with you when you go "outdoors" also the peoples worst enemy was the weather.*

Reflective Essay

Terry has assessed the work she has selected for her portfolio in reading, writing, speaking, and listening over the course of a year. This example illustrates Standards 5 and 6. The student work represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing for self-expression

The work produces evidence that the student can:

- Analyze ideas: “As a reader, I may not be absolutely perfect, but I’m as close to it as I’ll ever be. I love to read. . . . My writing skills, in comparison to those of other students, may not be quite up to par, but I believe I have improved. . . . Listening is relatively easy for me. . . . However, speaking is probably my biggest shortcoming.”
- Look back over a body of work and pick out defining characteristics: “When writing, I sometimes tend to fall into a rut and use verbs of being far too often.”

Standard 6: Writing/Conventions

The work produces evidence that the student can:

- Manage the conventions of written language so that they aid rather than interfere with reading.
- Use a variety of sentence structures.
- Use paragraph development.
- Use conventional spelling.

Reflective Essay

"You can't improve on perfection," my math teacher told us one day. For me that's very true in math, but in English, there's some room for improvement.

As a reader, I may not be absolutely perfect, but I'm as close to it as I'll ever be. I love to read. Usually it surprises people when I talk about my favorite books, since my tastes are a bit eclectic for an eighth grader. I enjoy reading Science Fiction/Fantasy books, like The Lord of the Rings,

The Sword of Shannara, Ender's Game, and The Memory of Earth (by J.R.R. Tolkien, Terry Brooks, and Orson Scott Card, respectively). I have read a great deal throughout the school year from different genres and by different authors. From looking at my Reading Logs, you may be able to see the range and depth of my reading, and from looking at my Response to Literature Entry, you can see the type of thoughtful reader I am.

My writing skills, in comparison to those of other students, may not be quite up to par, but I believe I have improved. One of my first pieces was the story in the writing section, and it was okay, but not great. One of the later pieces was Church Worship Service, and I felt that it was very descriptive and, as it's something I care about, it had an active voice. Description is one of my main failings, as is my "passive voice." When writing, I sometimes tend to fall into a rut and use verbs of being far too often.

Listening is relatively easy for me. I like to hear what other people have to say and compare their opinions with my own, or think about their answers to a question. However, speaking is probably my biggest shortcoming. I don't mind hearing what other people have to say, but oftentimes for me, it's hard to just blurt out an answer, probably because I'm shy. After all, if a teacher gives us time to prepare a speech or oral presentation, I can write it and do relatively well. Usually that's what happens, so I've done pretty well with that. Overall, I think I've improved over the course of the year. In writing, I feel I've grown a great deal. This year has given me a stronger sense of self, and I'm a little bit more comfortable with talking to the class, although that feeling may not have been entirely visible.

Reading Log

Terry has created an annotated reading log, illustrating a sample of her reading. It illustrates Standard 1.

Standard 1: Reading/Literature

The work produces evidence that the student can:

- Read fiction extensively and several works by the same author.
- Read several selections about one issue or subject.
- Read some nonfiction.
- Reflect briefly on her reading, including her personal preferences.

Reading Record

Name _____

Book Title	Author	Comments	Pages
<i>The Lord of the Rings</i>	J.R.R. Tolkien	<i>very interesting & descriptive, I like his writing style</i>	1193
<i>Mossflower</i>	Brian Jacques	<i>neat idea of animals (mice) being characters</i>	376
<i>Dealing With Dragons</i>	Patricia C. Wrede	<i>her writing style is very much like mine</i>	212
<i>The Great Divorce</i>	C.S. Lewis	<i>interesting ideas on Heaven, Hell, & Purgatory</i>	128
<i>Dew Drop Dead</i>	James Howe	<i>very suspenseful</i>	156
<i>Troubling A Star</i>	Madeleine L'Engle	<i>well done, enjoyable! I like Vicky's character</i>	296
<i>Stage Fright</i>	James Howe	<i>not only suspenseful, but also very funny</i>	146
<i>Eat Your Poison, Dear</i>	James Howe	<i>interesting, suspenseful, funny - I guess it's his style</i>	150
<i>Dacey's Song</i>	Cynthia Voigt	<i>I enjoyed reading it</i>	211

Reading Record

Book Title	Author	Comments	Pages
<i>Let The Circle Be Unbroken</i>	Mildred D. Taylor	Okay, but not as good as <i>Roll of Thunder</i>	394
<i>The Road to Memphis</i>	Mildred D. Taylor	the best of the trilogy, I thought	290
<i>To Kill a Mockingbird</i>	Harper Lee	Interesting couldn't put it down.	281
<i>The Hunt For Red October</i>	Tom Clancy	very suspenseful, good	469
<i>Roll of Thunder, Hear My Cry</i>	Mildred D. Taylor	okay, but not great	276
<i>Watership Down</i>	Richard Adams	pretty good. Almost Lot R-ish! suspenseful, interesting	478
<i>Out of the Silent Planet</i>	C.S. Lewis	a really interesting book, very descriptive	160
<i>The Tolkien Reader</i>	J. R. R. Tolkien	I liked Leaf by Niggie & the poems, and the essay was interesting	251
<i>Perelandra</i>	C.S. Lewis	more theological than <i>Silent Planet</i> ; just as interesting	222
<i>A Swiftly Tilting Planet</i>	Madeleine L'Engle	Her books get me interested in obscure stuff	278
<i>The Sword of Shannara</i>	Terry Brooks	very much like <i>Lord of the Rings</i> ... I loved it!!!	726
<i>Night</i>	Elie Wiesel	very moving. caused me to think about the Holocaust	109
<i>The Elfstones of Shannara</i>	Terry Brooks	interesting - moved along rapidly	469
<i>The Scions of Shannara</i>	Terry Brooks	kinda slow, interesting mostly	419

Reading Record

Book Title	Author	Comments	Pages
<i>The Druid of Shannara</i>	<i>Terry Brooks</i>	<i>less interesting than the others, but okay</i>	<i>370</i>
<i>The Memory of Earth</i>	<i>Orson Scott Card</i>	<i>fascinating - another new series for me to read!</i>	<i>294</i>
<i>Anne Frank: The Diary of a Young Girl</i>	<i>Anne Frank</i>	<i>not quite what I had expected</i>	<i>241</i>
<i>The Elf Queen of Shannara</i>	<i>Terry Brooks</i>	<i>sort of slow at times</i>	<i>402</i>
<i>Eleven</i>		<i>not quite my style</i>	<i>short story</i>
<i>Marigolds</i>		<i>a little interesting</i>	<i>short story</i>
<i>Los Angeles Times</i>		<i>read it every day, usually interesting stuff</i>	<i>news-paper</i>
<i>various History stuff</i>		<i>read in history: most were kind of boring</i>	

High School

Standard 1. Reading/Literature

The student reads, extensively and in depth, from a diverse collection of texts and other materials of the quality illustrated in the district's grade-level reading lists.

For example, students in high school who meet this standard will:

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature from a variety of cultures.
- Read nonfiction extensively, including books, newspapers, magazines, textbooks, and visual media across the curriculum.
- Read several books in depth (or book equivalents, such as essays, stories, groups of poems, articles, or magazines) about one issue or subject, or several books by a single writer.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Student-maintained journals or reading logs about what they have read

Conversations about core, extended, and recreational reading in pairs, small groups, and/or large groups

Reflections on the extent, nature, and frequency of the reading they have completed

Records and/or graphs of the amount of time they have spent reading to set goals and evaluate progress

Text interpretations, independently and with others

Standard 2. **Reading/Comprehension**

The student reads for a variety of purposes: to comprehend, interpret, evaluate, and appreciate a wide range of materials appropriate to the grade level.

For example, students in high school who meet this standard will:

- Respond to fiction, e.g., poetry, drama, and novels, using critical, interpretive, and evaluative processes and produce evidence that they can do the following:

Identify the author's perspective.

Appropriately use literary terms in analyzing and evaluating a piece of literature.

Discuss the impact of authors' word choice and content, and analyze how the genre and structure contribute to the understanding of a text.

Demonstrate how literary works reflect the period that shaped them. Acknowledge the validity of plausible interpretations of a piece of literature.

Analyze and discuss the beauty of language, formal appropriateness, or originality of a piece of literature.

Relate new information to prior knowledge and experience, and use experiences to understand text or visual media.

Express initial and tentative interpretations of the literary work and use these as a starting place for developing and testing later interpretations.

Put ideas into their own words.

Discuss the role of point of view or persona in text or visual media.

Explain the reasons for a character's actions, taking into account the situation and basic motivation of the character.

Make inferences and draw conclusions about contexts, events, characters, and settings.

Discuss recurring themes across works in print and media.

Demonstrate evidence of understanding human conditions exemplified in literature.

- Read nonfiction text and informational materials to develop understanding and expertise.

Relate new information to prior knowledge and experience.

Define and sequence information they need to carry out a procedure.

Apply information to other settings and purposes.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Research reports on topics of interest
- Reading-journal responses to informational books or articles
- Records of formal and informal book talks
- Pieces of writing that restate or summarize information
- Journal entries that connect new information to prior knowledge and experience
- Skits making connections to related topics and information
- Graphic organizers separating fact from opinion
- Debates in which students draw conclusions from the text
- Pieces of writing that make generalizations about the text

Standard 3. **Reading/Skills and Strategies**

The student is an experienced reader who uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

For example, students in high school who meet this standard will:

- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

- Taped audio and/or video readings
- Logs of new vocabulary words or vocabulary texts
- Graphics illustrating new vocabulary
- Summaries
- Quick writes
- Informal reading inventory
- Synthesized visual data

Standard 4. **Writing/Process**

The student organizes thoughts and information for writing, develops drafts, and analyzes, revises, and edits work as appropriate for audience and purpose.

For example, students in high school who meet this standard will:

- Generate and organize ideas for writing.
- Proofread their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate.
- Analyze and revise their own work to develop the piece of writing further by adding or deleting details and explanations, clarifying difficult passages, and rearranging words, sentences, and paragraphs to improve meaning.
- Evaluate and respond to the critiques of peers and teachers.
- Critique the writing of a peer, using a scoring guide that the teacher and class have discussed and developed.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Multiple drafts of one final product
Peer editing evaluations
Prewriting samples, such as a cluster, a web, an outline, or a mind-map

Standard 5. **Writing/Communication**

The student writes effectively for a variety of purposes and audiences, developing style and voice.

For example, students in high school who meet this standard will:

- Produce writing characterized by the following:
 - Maintain a focus throughout the piece of writing.
 - Develop a controlling idea that conveys a perspective on the subject.
 - Organize the writing in a clear, coherent style.
 - Create an engaging beginning by establishing a rich context, creating a multi-faceted persona, and developing reader interest.
 - Develop an effective conclusion.
 - Use effective and specific vocabulary.
 - Use a variety of sentence structures and lengths.
 - Use a variety of transitional devices.

Use an effective variety of techniques for providing supporting detail.

Modify writing for specific audiences.

- Write to inform.
Provide appropriate facts and details from a variety of sources to develop the subject.
Organize the material in such a way that a reader can easily follow what they are saying.
Exclude extraneous and inappropriate information.
Make effective use of technical terms and notations.
Use definitions, transitional phrases, and elaborations in anticipation of reader misunderstandings.
- Write to persuade.
Clearly state the writer's judgment and/or point of view.
Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
Anticipate the reader's concerns or counterarguments.
- Write to tell a story (autobiographical or fictional).
Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters.
Develop the literary elements with sensory detail and concrete language.
Use dialogue with increasing skill.
Use a variety of literary techniques, such as suspense, pacing, episodes, and flashbacks.
- Write for reflection and/or self-expression.
Explore ideas, observations, and/or situations of significance.
Analyze ideas by looking at them from multiple perspectives and/or moving through successively deeper layers of meaning.
Make connections to prior knowledge and experience.
- Write to analyze and interpret.
Support a judgment through references to a text, to other works, to authors, to non-print media, or to personal knowledge.
Refer to literary techniques, such as symbolism, allusion, figurative language, archetypes.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Informative reports
Observational essays

Historical biographical reviews
 Comparisons between a book and a movie
 Lab reports
 Autobiographical accounts
 Point-of-view responses to a literary work
 Sets of instructions or manuals
 Opening statements for a debate
 Editorials

Standard 6. **Writing/Conventions**

The student correctly uses the conventions of the written language, which include grammar, usage, spelling, punctuation, capitalization, sentence structure, and paragraphing, to achieve clarity and to communicate with the intended audience.

For example, students in high school who meet this standard will:

- Independently manage the conventions of written language to aid rather than to interfere with reading.
- Use a variety of sentence structures and careful word choices to make writing effective and interesting.
- Use paragraph development, placement of text, and text structure to hold the reader's attention and to facilitate understanding.
- Use conventional spelling by referring to a dictionary or other resources when needed for less common or troublesome words.
- Use complete sentences.
- Use appropriate capitalization and punctuation.
- Use conventional or colloquial grammar as appropriate for the audience and purpose.
- Use italics, quotations, underlining, footnotes/endnotes, and bibliographic entries correctly.
- Use the parts of speech correctly, particularly verb tense, subject/verb agreement, pronoun agreement, homonyms, and homophones.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Edited pieces of writing
 Peer-edit evaluations
 Logs of common errors
 Computer-generated text analyses

Standard 7. Speaking and Listening

The student listens, understands, evaluates, and speaks effectively in both formal and informal situations using the appropriate conventions of language to communicate ideas.

For example, students in high school who meet this standard will:

- Ask appropriate questions in a respectful way and respond clearly and completely to the questions of others.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear and appropriate for communicating to the audience.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- During oral presentations, speak clearly and audibly.
- During oral presentations use an engaging introduction, appropriate organization, and a satisfying conclusion to maintain the listener's interest.
- During oral presentations use eye contact, voice variation, language, phrasing, pacing, and gestures to engage the listener.
- During oral presentations use effective audio and/or visual aids.
- During oral presentations anticipate and monitor the listener's point of view and address this perspective in presentations.

Assignments and tasks that might be used to collect evidence that students are meeting this standard include the following:

Teacher notes on discussions about core, extended, or recreational reading

Videotapes of role-playing activities that extend a story or elaborate on a historical event

Audiotaped interviews of community members

Oral proposals or defenses of a plan or project

Debates

Teacher notes on delivery of various types of effective oral presentations, such as formal, informational, persuasive, and humorous speeches

High School

“Life of the Soccer Ref”

Anna has written a saturation report about being a soccer referee for girls’ soccer. For this report, she was instructed to bring in an abundance of notes that included detailed observations, conversations she had heard, and descriptions. It represents a timed first draft. The work illustrates Standards 5 and 6.

Standard 5: Writing/Communication, writing to tell a story

The work produces evidence that the student can:

- Maintain a focus throughout the writing on refereeing the game of soccer.
- Provide a clear coherent organization.
- Engage the reader in the beginning by creating a situation, setting, and characters—being a linesperson in a girls’ soccer game on a Saturday afternoon.
- Use effective vocabulary with sensory detail: The student vividly describes the afternoon through her eyes, including such things as muddy cleats, satiny uniforms matched with everything down to hair bows, weighted-down pockets, a screeching whistle, yelling parents, and the lazy California sun.
- Use some limited dialogue throughout the story: For example, “OK, captains. Now all introduce yourselves,” Bob said.
- Use a variety of sentence structures and lengths.

Standard 6: Writing/Conventions

The work produces evidence that the student has a good command of the conventions of the written language with most errors occurring in verb tense, subject-verb agreement, and punctuation.

Life of the Soccer Ref

As I stepped out of my car, I checked that all of my uniform was on. The silky black shorts were in place and the hot, black polyester shirt was sticking to my back. My glasses rested on the bridge of my nose and I felt ready to start my job. It's another Saturday and I'm ready to start my job as a soccer referee.

I walked onto the field and I met the center referee. He was an older looking man with gray hair and blue eyes. He wore nearly the same uniform as I did. He walked towards me and introduced himself.

"Hello. Are you going to be one of my linesmen?", the referee inquired.

"Hi.", I replied nervously. "Yes, I'm a linesman, my name is Lauren."

"Hi, I'm Bob," said the man. "Let's go check the teams in!"

"OK. Which do you want me to take?" I asked

"How 'bout the blue and I'll take the red"

We parted and walked towards the separate teams. We checked the players equipment, medical release forms, and the uniforms. The cleats were all muddy from the soft grass and the satiny uniforms all matched, even down to their hair bows. I called each player's name and made sure that they were not wearing anything dangerous. Once that task was completed, I asked the coach for the substitution card. I kept that card plus the player cards in my pockets. The cards made my pockets feel really weighted down and the added weight felt funny when I ran.

Finally, the other linesman arrived and we are ready to flip the coin to see which team would get the kick off and which side each team would be on. Bob blew his whistle and four rambunctious little girls ran over.

"OK, captains. Now all introduce yourselves," Bob said.

The two girls from the red team went first:

"I'm Heather."

"And I'm Erica."

The girls from the blue team went next:

"Hi. I'm Brooke."

"I'm Rachel."

"OK. The blue team gets to flip the coin and the red team, you call it in the air," Bob said. The coin came down to the grass with a thump. Sure enough, it was heads.

"All right blue, do you want to kick off or choose which side of the field you start on?" Bob asked.

"We'll take the kick!" exclaimed Brooke.

"Which side do you want to start on, red?" said Bob.

"Ummm...I guess...that one." said Erica, pointing.

"All right girls, now lets play a clean game. Remember, if you have any problems tell me," Bob added.

Finally the game was about to begin. The other linesman and I walked to our sides of the field. The whistle is blown and everyone signals that they are ready. The whistle screeches and the game begins. All of a sudden there is complete chaos. Kids are running all over the field, parents are yelling, and I'm trying to pay attention to the ball crossing the long orange stripe ahead of me. The ball travels toward the edge of the field, and I start to get nervous. I think to myself "What if I make a wrong call?" It is easy to get nervous with all of the pressure placed on every call made.

Parents love to yell at their children on the soccer field. It seems that they yell to make themselves seem more experienced than they really are. Parents who haven't ever even touched a soccer ball in their life try to tell their kids exactly what to do.

"Go around them."

"Run faster."

"Kick the ball harder."

These are just a few comments I hear through the course of an average Saturday game. I don't even think that the kids listen as they work up sweat by running in the lazy California sun. The kids are out on the field to have fun, while the parents make the game into a harsh competition.

Referees are also subject to yelling at by the parents. They yell when they don't act with superhuman speed or if, in their opinion, the wrong call is made. Referees might have power over the game, but the badge does not come with catlike reflexes or godlike features. A tiny call that will not even affect the outcome of the game is subject to bad comments.

Gradually, nervousness wears off and I am all warmed up and ready. By the time I am completely warmed up, the whistle blows signaling the end of the first quarter. The center ref and I make small talk for a few minutes and then he calls the next quarter. This process repeats itself three more times and finally the game is over.

The game ends. The parents of the losing team harp on all the calls that should have been made in their favor. They blame the refs for making their children lose the game. The kids, cheer for the other team and get over their loss very quickly.

"Oh well, there's always next week," is a comment made by members of the losing team. They get their snacks and they act like they don't have a problem in the world.

Everyone leaves the field and now it is my turn to leave also. As I drive home, I think back to the past game. I remember all of the cute little faces that I just met and I think of what they are going to be like when they get older. Maybe one of them will grow up to be famous and I wonder if I made an unfair call on the next president. Soon I completely forget all of the kids and the chaos surrounding their soccer game and I look forward to the next Saturday.

Analogy Paragraph

Anna has written a first draft of an analogy to explain her insight to the book *Hiroshima*. The work illustrates Standard 2.

Standard 2: Reading/Comprehension

The work produces evidence that the student can:

- Put ideas into her own words: “Hiroshima was like an ant hill.”
- Explain the reasons for characters’ action: Her analogy likened the people of Hiroshima to ants who blindly believed their queen. She went on to point out that “the bombing of Hiroshima was like pouring water and drowning the poor, helpless ant farm. The city turned into utter chaos, just like a drowned ant farm.”
- Demonstrate understanding of human conditions exemplified in literature.

Analogy Paragraph

Hiroshima was like an ant hill. Before anything went wrong, the city was orderly and productive. The people, like ants, knew what their job was and they did it. The queen was the Emperor, Toshio. The people believed everything he said, even though they hadn't ever heard him speak. Like the queen ant, not many in the city were very close to him. The ants just followed and believed. The queen had control over the farm until something went drastically wrong. The bombing of Hiroshima was like pouring water and drowning the poor, helpless ant farm. The city turned into utter chaos, just like a drowned ant farm. The ants came running out of the little hole which connects their world to ours, in every direction and in all different speeds. Many ants helped the pupae and the dying to get out of the destroyed ant hill. This parallels with the bomb. Many of the survivors tried to run from the bomb and the city. They tried to run into the country, where they believed that they would be safe. Also, many of the people helped out others, young and old alike. The people that remained in the city went to Asano Park where they felt safe, even though they were in the state of confusion. The ants also gathered together after rushing to the outside world. They assembled in a safe place and began their planning for their new life ahead.

Reading Log: 1994-95

This example of student work partially illustrates Standard 1. Mary has recorded the books she has read over the course of the year.

The work produces evidence that she has read a variety of culturally diverse literature from different time periods as well several books by one author. To more fully meet the standard, she would have needed to write a response to the literature and also to have read a variety of nonfiction.

Name: _____ Grade: _____

Date	Book Title	Author	No. of Pages	Course	Personal rating
Summer	<i>House on Mango St.</i>	Sandra Cisneros	110	Multi Cultural General Lit	N 6
Summer	<i>The Bean Trees</i>	Barbara Kingsolver	232	Pacific Northwest Lit	N 9
Summer	<i>Pigs in Heaven</i>	Barbara Kingsolver	343	Pacific Northwest Lit	N8
Summer	<i>The Trees</i>	Conrad Richter	167	General Lit	N 7
Summer	<i>The Fields</i>	Conrad Richter	161	General Lit	N 7
Fall	<i>To Kill a Mockingbird</i>	Harper Lee	284	General Lit	N 6
Winter	<i>Nectar in a Sieve</i>	Kamala Markandaya	189	Multi Cultural	N 9
Winter	<i>The Joy Luck Club</i>	Amy Tan	332	Multi Cultural	N 10
Winter	<i>The Kitchen Gods Wife</i>	Amy Tan	415	Multi Cultural	N 10
Spring	<i>Black Like Me</i>	John Howard Griffen	188	Non-fic	6 N F
Spring	<i>Way of a Peaceful Warrior</i>	Dan Millman	210	General Lit/ Adventure	N 7
Spring	<i>Me</i>	Katherine Hepburn	430	Autobiography	8 A
Spring	<i>The Diary of Anne Frank</i>	Francis Goodrice Albert Hacket	54	Non fic	9 NF
Spring	<i>Visit to a Small Planet</i>	Gore Vidal	22	Drama	6 D
Spring	<i>A Young Lady of Property</i>	Hourton Foote	24	Pacific Northwest Lit	7 C
Spring	<i>Animal Dreams</i>	Barbara Kingsolver		Pacific Northwest Lit	N
Summer	<i>Thousand Pieces of Gold</i>	Ruthanne McCunn	307	Multi Cultural	N 10

Total Pages: 3468

“Caught in His Own Trap”

Daniel has written a paper analyzing the character of MacBeth. This outstanding example of student work illustrates Standards 2, 5, and 6.

Standard 2: Reading/Comprehension, responding to fiction

The work produces evidence that the student can:

- Discuss recurring themes across works. Daniel states that “in most of Shakespeare’s tragedies, the hero has a flaw that eventually leads to his dramatic and devastating death.”
- Make inferences and draw conclusions about characters. He discusses MacBeth’s character flaws that lead to his downfall, including “his superstitious and vivid imagination, impatience, and vulnerability to his wife’s influence.” Daniel explores each of these flaws, demonstrating how they lead to his death.
- Explain the reasons for a character’s actions. For example, Daniel explains that MacBeth’s impatience is caused by his awareness through the prophecies of the witches that he will become King of Scotland and in his desire to become King immediately, he kills the current King.

Standard 5: Writing/Communication, writing to analyze and interpret

The work produces evidence that the student can:

- Maintain a focus throughout the writing. Daniel stays with his topic of MacBeth’s character flaws and shows how these flaws led to his death.
- Clearly and coherently organize the paper. He asserts that MacBeth’s character flaws cause his “dramatic and devastating death,” and his paper describes the three character flaws (superstitious and vivid imagination, impatience, and vulnerability to his wife’s influence).
- Effectively conclude the paper. Daniel restates his premise that MacBeth is responsible for his own downfall through his character flaws and concludes that MacBeth “is in control of his destiny the entire play and yet he is fully aware of his own self-destruction.”
- Use good transitional devices: “to begin with,” “to proceed further,” “lastly.”
- Support a judgment through references to a text. Daniel asserts that MacBeth’s character flaws cause his “dramatic and devastating death,” and his paper describes the three character flaws (supersti-

tion and vivid imagination, impatience, and vulnerability to his wife's influence) and how each of these lead to MacBeth's death. Within each paragraph, he references lines from the play to support his premise.

Standard 6: Writing/Conventions

The work produces evidence that the student has a good command of the conventions of the written language, with very few errors.

Caught in His Own Trap

"...I have no spur to prick the sides of my intent, but only vaulting ambition..." MacBeth tells himself when pondering the pro's and con's of an assassination of King Duncan in Shakespeare's masterful play, *The Tragedy of MacBeth*. (I, 7, 11.25-27) MacBeth goes on to murder Duncan and so his tragic fate is set. Although the evil of the three Weird Sisters and Lady MacBeth's influence are partially to blame for MacBeth's downfall, MacBeth himself is most responsible for his own demise. As in most of Shakespeare's tragedies, the hero has a flaw that eventually leads to his dramatic and devastating death. In the case of MacBeth, many flaws in his character contribute to his undoing. Among these faults are his superstitious and vivid imagination, impatience, and vulnerability to his wife's influence.

To begin with, MacBeth is most responsible for his own downfall because of his impatience to fight or expedite fate with his free will. His unwillingness to wait for events to take their natural course results in his taking of actions hastily and without much thought. The first example of this impatience is when he kills the unsuspecting King Duncan. "If chance will have me king, why, chance may crown me, without my stir," (I,3) MacBeth is aware that the prophecies of the witches named him king and never mentioned murdering Duncan for the crown, but MacBeth

cannot wait to become king as fate promises. He uses his free will to kill Duncan and make himself King of Scotland immediately. After he commits this first murder, MacBeth is unable to think rationally and he begins to make more decisions that add to his downfall. "...The very firstlings of my heart shall be the firstlings of my hand..." (VI, I, II.167-168) MacBeth makes this decision to do whatever he feels first, a promise to himself that proves to be a crucial mistake. Living by this motto, MacBeth will not think about the rationality or morality of the actions he takes, rather, he'll take care of situations depending on a his first thought, being good or bad. Moreover, in his impatience MacBeth sees only the superficial value of symbols and other people's words, not regarding the full meaning and information brought by them.

"Call' em! Let me see' em...Let me know..."(IV, I, 70,119) MacBeth angrily demands the Weird Sisters to show him the three apparitions which will give clues into the future. When the apparitions do appear, MacBeth hears their riddles but is too impatient and nervous to notice the symbolism of the armed head, bloody child and crowned child. If he had observed the bloody child, MacBeth may have realized how a man can be born in an unnatural way, thus he could have killed MacDuff when he had the chance.

To proceed further, MacBeth's superstitious and vivid imagination is also a primary contributor to his downfall. MacBeth's belief in the weird sisters and their prophecies is perhaps the greatest flaw that leads to his demise. It is his option to take the witches' words as having any substance. MacBeth can assume that the prophecies becoming reality is merely coincidental, but his superstition and curiosity in the Weird

Sisters is the basis for all his actions after his first visit with the hideous hags. "Glamis, and Thane of Cawdor: the greatest is behind...Two truths are told..."(I,3) Upon hearing that the king has pronounced him Thane of Cawdor, MacBeth immediately finds that the witches were correct in their prophecy. This makes MacBeth wonder about the next prophecy, and he ends up acting on his free will to make it come true.

His strong conscience causes great havoc in his mind, and MacBeth often follows the pictures in his head instead of making responsible choices. Because of his great guilt and anxiety, MacBeth becomes delusional and allows himself to lose control in front of his banquet guests, thus revealing his involvement in Banquo's murder. "Thou canst not say I did it..." he hurriedly pleads when he sees the bleeding ghost of Banquo occupying his chair at the table. (III,4,11,64) This lapse by MacBeth provides strong evidence for guests who had already suspected him in the assassination of King Duncan. Even before MacBeth has killed Duncan, he is already bothered by hallucinations. "Is this a dagger which I see before me..." He asks himself while the imaginary floating dagger leads him to murder the King of Scotland. (II,1,42) So, MacBeth's murder of Duncan is partly due to his imagination, which proves as the final endorsement to go through with the deed.

Lastly, MacBeth's downfall is greatly due to a third flaw; vulnerability to his wife's influence. When Lady MacBeth receives MacBeth's letter informing her of the prophecies and their realization, she promises herself that she must convince him to kill Duncan. To do this she uses shock tactics and manipulation. Lady MacBeth first takes advantage of his undying love for her by blackmailing MacBeth. "From this time, such I

account my love," she snaps at him, saying that he'll do it if he really loves her. (I,7) At this time, MacBeth is intimately in love with his wife, and he has no intent to lose her love, only to show how great his is. Secondly, Lady MacBeth mocks MacBeth, using insults to make him feel dastardly. "Wouldst thou have that which thou esteem'st the ornament of life, and live a coward in thine own esteem?" (I,7, 11.46-48) This angers MacBeth, and he is motivated to prove to his spouse that he is not a coward. Finally, Lady MacBeth pressures MacBeth into murdering the King of Scotland by questioning his manhood. "When you durst do it, then you were a man; and to be more than what you were, you would be we fail? So much more than a man...," she explains, telling him that he is not a man lest he do it. (I, 7, 11.55-58) MacBeth cannot leave such a challenge unanswered, and he finally succumbs to his wife's influence, hurling himself into a downward spiral toward his own death.

Clearly, MacBeth is most responsible for his own downfall. Through impatience—resulting in irrational decisions, his superstitious and vivid imagination—revealing his guilt to others, and his vulnerability to his wife's influence—pushing MacBeth down into the trapdoor of evil, MacBeth makes his own hell. Though the Weird Sisters and Lady MacBeth provide a cliff for him, it is MacBeth himself that decides to jump off of it. Never is he instructed to murder by the witches, never does Lady MacBeth actually force MacBeth to kill anyone. In the end, it is MacBeth's choice to take on any action. This is what makes *The Tragedy of MacBeth* such a tragedy. He is in control of his destiny the entire play and yet he is fully aware of his own self-destruction. Perhaps if MacDuff had given him a last request, it may have been that he behead himself.

“Hunger and Homelessness in Our Community”

Daniel listened to two speakers talk to his class about how to better understand hunger and homelessness. The paper is a report of information on the speakers’ presentation. This example illustrates Standards 4, 5, 6, and 7. The student work represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing to inform

The work produces evidence that the student can:

- Maintain focus throughout the piece of writing by developing a controlling idea, specifically about hunger and homelessness.
 - Clearly organize the information into an introduction, body, and conclusion.
 - Engage the reader in the introduction: “Tom feels he was ‘called to serve in X-ville.’ ”
 - Use effective supporting details, such as statistics and direct quotes. “. . . not a day has gone by since then that Tom hasn’t served a hungry person a hot meal. . . . Tom relies on donations and grants to obtain food for more than one hundred lunches a day. He has served a total of over 700,000 meals in all, and about 50,000 meals last year. . . . Dotty’s Place and its volunteers not only prepare food, but also provide medical aid when they can, show movies to the people on Wednesdays, hold a summer camp for children, and visit migrant labor camps to distribute food. . . . Rice and beans are the main things we distribute because they’re cheap, yet high in protein.’ ”
 - Successfully inform the reader about the need to “feed the hungry.”
- The title also indicates the purpose of the paper, which is to inform.

Standard 6: Writing/Conventions

The work produces evidence that the student can:

- Use conventional spelling with few errors, none of which interferes with the meaning.
- Use a variety of sentence structures and effective word choices.
- Use the parts of speech correctly.

Standard 7: Speaking and Listening

The work produces evidence that the student can:

- Listen and understand the guest speakers. This ability is shown by the effective use of quotations and by the synthesis and organization of information.
- Monitor the speakers’ points of view and address these perspectives in the conclusion.

Hunger and Homelessness in our Community

On September 5, our Humanities class was visited by two guest speakers who talked with the class to help the students better understand hunger and homelessness. Both Community Resource Guests shared the programs, stories, and feelings that have coincided with their work. The first speaker was Mr. Tom, founder of Dotty's Place, a day shelter and soup kitchen. The second person was Ms. Matty, the Executive Director of the Food Bank.

Tom feels he was "called to serve in X-ville." His service started when he and his wife handed out sixty-five egg salad sandwiches to hungry passers-by. He promised the people that he would be back and not a day has gone by since then that Tom hasn't served a hungry person a hot meal. In August of 1986, Tom founded a Franciscan Workers' soup kitchen that he named Dotty's Place, after a woman who opened a soup kitchen in New York City during the Depression and kept it running until her death in 1980. Tom relies on donations and grants to obtain food for more than one hundred lunches a day. He has served a total of over 700,000 meals in all, and about 50,000 meals last year. In desperate times of need, Tom credits many miracles that have saved him. Shortly after reading the passage from the Bible about the Miracle of Loaves and Fishes, a truckload of bread arrived at this house and then a fisherman from V-ville called, asking if he wanted 400 pounds of fish. Dotty's Place's most valued contributors are the volunteers, who Tom calls, "the lifeblood of the work we do." Dotty's Place and its volunteers not only prepare food, but also provide medical aid when they can, show movies to the people on Wednesdays, hold a summer camp for children, and visit mi-

grant labor camps to distribute food. A large portion of these volunteers are from a group called the Franciscan Workers, people who live at the poverty level for a year or longer while they help the kitchen.

The Food Bank is an essential organization in the lives of more than 32,000 low-income, hungry residents. The Bank is a giant warehouse (15,000 square feet) located on West Main Street, that receives goods from local growers and surplus from large companies like Nabisco or Kraft. The people at the Bank also buy food sometimes, with money from grants and donations. The Executive Director of the non-profit organization says, "Rice and beans are the main things we distribute because they're cheap, yet high in protein." Although food cannot be given out directly at the building, the Bank distributes it to ninety-one agencies that then give this food to families that cannot always afford enough. In addition to the agencies they provide food for, the Food Bank is involved with many other government programs. Food for Children is a program that gives nutritious food bags to 2,600 malnourished children per month at clinics and other centers. Unfortunately, this program will not be funded by the county this fall, and it will have to be cut unless the Bank receives a large grant of money. The Brown Bag Program distributes food to over one thousand senior citizens each month. It is very well funded. With the recent ratification of new legislation the Food Bank has organized a Prepared Food Program, which picks up leftovers from hotels and restaurants to provide shelters and soup kitchens. At the warehouse, 1,200 families pick up free groceries every month as well. All of these programs are successfully operated with the labor of only eight paid staff members and 300 volunteers.

In emergencies, such as this year's spring floods, the Food Bank helps the Red Cross distribute food. With over 200,000 pounds of food in the warehouse, 100,000 pounds were given to flood victims. In a normal year, six million pounds of food are distributed. The agencies and the Food Bank use shared maintenance to come up with this much food. This means that the agencies pay money to help the Bank buy food for them. As good as this system is, Maddy has developed a dilemma, for as she says, "What would you do with an agency that doesn't pay its bills? Would you cut them off?"

The common mission of both Community Resource Guests and their establishments is to feed the hungry. The purpose of doing this is to help others in need, which is a natural ethical practice of humans. Many people feel obligated to help those less fortunate than themselves, and though the work may be hard, it is rewarding. Tom says this is the most rewarding aspect of his work, "Seeing people happy. The end is love. Food is getting someone in the door, yet the real need is for love... for entering the state of communion."

“Now Is the Time to Play Ball!”

This is an example of a speech Laurie wrote for a speech contest. The work includes comments from her peers. It illustrates Standards 5 and 7 and represents an assignment completed over time rather than the first draft.

Standard 5: Writing/Communication, writing to persuade

The work produces evidence that the student can:

- Clearly state her point of view: “Women’s liberation has come far in the past century. . . . But why is it that still in the world that we live in today women are held back yet again?”
- Identify her issue: “Why don’t we have a Women’s Professional Basketball League?”
- Anticipate the counterarguments: . . . stereotypes about ‘girls’ . . . that paint the picture that we don’t like this sport . . . not a popular demand from the viewing public . . . there can’t be any girls interested in wanting to play.”
- Provide supporting evidence: For each counterargument above, she provided supporting detail for her position: “School districts all over Southern California . . . are trying hard to implement sports after schools. . . . 1995 was the 102nd year for women’s college basketball. . . . The United States is starting an Olympic team because of the interest shown by women. . . .”

Standard 7: Speaking and Listening

The work produces evidence that the student can:

- Use an engaging introduction, appropriate organization, and a satisfying conclusion to maintain the listener’s interest.
- Anticipate the listener’s point of view and address this perspective.
- Use some eye contact and gestures; however, these still need work (see peer comments).

Now Is the Time to Play Ball!

Women's liberation has come far in the past century. In 1920 we gained the right to vote. In the famous case of Roe vs. Wade, we gained control of our bodies. There are a number of women on Capitol Hill, and the number of women naval aviators are astounding. But why is it that still in the world that we live in today women are held back yet again? Men do it all the time and get paid, while women are to sit on the sidelines and watch. What is it, you ask? . . . Basketball. America's favorite indoors sport.

This issue, minor to the world, yet important to many dedicated female basketball players, brings about the question, Why don't we have a Women's Professional Basketball League?

There are three possible answers to this question: (1) There are many stereotypes about "girls" even today that paint the picture that we don't like this sport, or sports in general. (2) There is not a popular demand from the viewing public for this new division of basketball. (3) There can't be any girls interested in wanting to play.

First, let's examine the idea of stereotypes. Even on the common play ground, girls are mocked because they are simply girls and of course they can't play basketball. However, many school districts all over Southern California have parks and recreational departments that are trying hard to implement sports after schools. There will be the three regular seasons coinciding with the high school fall, winter, and spring sports. For example in the city of San Gabriel and many others, this program has already started. After school, girls are invited to join volley tennis, and

basketball. So we have come to the Age where girls already are breaking out of the mold and into the time where they want to play ball.

As the stereotypes are being broken the young girls are not the only ones following the women's basketball trend. 1995 was the 102nd year for women's college basketball, and last year it made it big. There has indeed been a very large demand with now ESPN and ESPN 2 committing to telecast 23 N.C.A.A. championship games in the 1995-1996 basketball season. Moreover, even if the games aren't all aired. Attendance is up to 3.6 million, which is triple the amount in the 1984-1985 season. With the growing popularity of the game, "Women's basketball is poised to become a pro sport within two years," says Donna Lopiano, Ph.D., executive director of the Women's Sports Foundation.

The growing demand for Women's Basketball is valid because more and more girls are wanting to play. And they're good. For instance North Carolina's Charlotte Smith became the first woman in ten years to slam dunk during a game. Also the United States is starting an Olympic team because of the interest shown by women that want to play. The team has already been picked and they are busy touring the country playing a college schedule. Also a high school poll was taken and at least half of all girls asked have either played or are interested in playing basketball.

The typical cliché is that the children are our future, but what type of future can we possibly offer to the little girl that dreams to play basketball? Europe is the only country that houses a pro women's basketball league, but is that the answer? Do we send our futures to a foreign land to follow a dream? We cannot readily say women's liberation has come very far, just because women are allowed to fly navy

fighter planes and that we can pass laws and rule in the supreme court. We can only say we are truly liberated and equal to men when we can play pro basketball. This change has been long over due, and finally it is coming, because the time is NOW.

Bibliography

Breza, Anne. "Women wow the sports world." Glamour June 1995: 88.

Peer Responses

<p>Good Speech</p> <p>Well done</p>	<p>Good intro</p> <p>O.K. eye contact</p> <p>Need more hand gestures</p> <p>Try to memorize it.</p> <p>Your reading sometimes</p> <p>Need to use more " Now Is the Time"</p> <p>Good Conclusion</p> <p>Good Speech</p>
<p>Alright! you didn't memorize like I didn't!! whoo!!</p> <p>Good statistics</p> <p>Good ending</p>	<p>Like your topic (B- ball)</p> <p>Look up (eye contact)</p> <p>Good support</p> <p>Strong conclusion</p> <p>Great Speech !</p>

Peer Responses

Good pace but towards the
body, you stop making a lot
of eye contact. But you
know why.

Diction can be improved on.

Unique topic.

Definitely make it longer if
you're competing

Good, unique subject

Good three points

Sounds like a current event

Good support

Very unique

Good Conclusion

Good intro

Short don't you think

Good speech

Topic is original and unique

Good tone of voice

Good use of hand gestures.

Great Topic !

You could memorize it
better.

Good Job !

Good voice

I love your speech (Girls
should play sports)

Good ending

Did you see friends last
night?

Good speech !

Eye Contact and stuff will
come when memorized

Good Job !

Peer Responses

Good topic !!! very good
topic !!!! very good topic
Good introduction
Good support of not being
equal to men.
Good conclusion
Great Job

Good speech !
Wow !
Good voice pace !
You did slow down
3 : 32 is an excellent time !

Nice intro.
Well organized.
Good content.
Should be memorized. it will
be good (you probably
don't have time?)
Good Job !

Good Gestures, I like
your topic !
Try and speak more
smoothly - don't say "um"
It needs to be longer!

“Pretend You Know What You’re Doing”

Mike has written a timed response to a prompt. It is writing to inform drawn from his personal experience. The work illustrates Standards 5 and 6.

Standard 5: Writing/Communication, writing to inform

The work produces evidence that the student can:

- Maintain a focus throughout the writing. Mike focused on what freshmen could expect during the first few days of high school and how to cope.
- Coherently organize the writing with an introduction, middle, and conclusion and use transitional devices to connect paragraphs.
- Create an engaging beginning to develop the reader’s interest: “Go home, freshman, go home! Go home, freshman, go home. Those were the chants I heard from the sophomore class sitting opposite me at my first rally.”
- Use descriptive language to communicate: “I was crowded by back packs and bodies of the huge freshman class. . . . when you see signs on the senior lawn saying ‘Freshman, have your mommies drop you off here . . . the other freshman will look just as scared and lonely as you feel. The dead silence and emptiness of a large classroom could feel very uncomfortable . . . picking at the boring foods in your lunch, . . . adolescent, hungry, impatient faces.”
- Provide details. “My class was too afraid to try to yell back, so we all sat their like little children being made fun of. It was embarrassing. Even you, when you are a freshman, will experience such a moment. . . . First, you must expect to receive a lot of criticism from upper classmen. . . . No offense is actually meant towards you. . . . Meeting people is vital to being happy in high school. . . . Introduce yourself to everyone around you. . . . Always pretend you know what you’re doing. . . . You need to establish your ‘place’ to eat lunch right away. . . . Never act embarrassed and let people make fun of you.”

Standard 6: Writing/Conventions

The work produces evidence that the student has managed the conventions of the written language with few errors.

PRETEND YOU KNOW WHAT YOU'RE DOING

"Go home, freshman, go home!"

"Go home, freshman, go home!"

These were the chants I heard from the sophomore class sitting opposite me at my first rally. I felt alone amidst the murmurs of my embarrassed freshman classmates. While the senior and junior classes shouted the respective class "POWER!" to each other in unison, and the sophmores screamed, pointing their fingers, for me to go home, I was crowded by back packs and bodies of the huge freshman class. My class was too afraid to try to yell back, so we all sat their like little children being made fun of. It was embarrassing. Even you, when you are a freshman, will experience such a moment. But you can avoid feeling miserable in high school if you just laugh off offensive jokes, try to meet as many new people as possible, and pretend you know what you're doing.

First, you must expect to recieve a lot of criticism from upper classmen just because you are a freshman. They had to suffer through it too, so they feel they deserve to pick on you. You need to remember that when you see signs on the senior lawn saying "freshman, have your mommies drop you off here, no offense is actually meant towards you. You need to walk past the sign and chuckle. Upper classmen really have nothing against people, even if they are freshman. The only reason they make fun of them is for tradition. If you laugh off any freshman jokes, you won't feel bitter towards people and you will end up enjoying high school much more,

Next, meeting people is vital to being happy in high school. When you walk into your first classroom on the first day of school, the other freshman will look just as scared and lonely as you feel. The dead silence and emptiness of a large classroom could feel very uncomfortable. So instead of keeping yourself unknown, or being the "quiet kid in the corner of the classroom," introduce yourself to everyone around you. They will feel more welcome and you will feel more comfortable around them. There's nothing worse than dreading a class all year because everytime you walk in, other kids are laughing and talking with each other but you have to sit down alone and be quiet, picking at the boring foods in your lunch. You need to be one of the people laughing, shouting, and sitting on desks. You will probably find that, if you do this, you will make plenty of good friendships with completely new people.

Lastly, and above all else, always pretend you know what you're doing. When you and your friend are walking out to the quad at lunch, staring at the hundreds of totally different students eating everything from apples and box drinks to pizzas and sodas, don't wander aimlessly looking like a loner. You need to establish your "place" to eat lunch right away. Act like you know you want to eat there because "it's cool." There might also be circumstances where you end up in front of the school, like for rent-a-frosh. When you are up there, never act embarrassed and let people make fun of you. Even if you are scared to death, knees knocking and head fainting, entertain the students. In high school, people love when you do crazy things. "Different is good," as they say. So, as you stand on stage looking at adolescent, hungry, impatient faces,

act like you know what you're doing. Entertain the people, and they'll love you. If they love you, you'll be happy.

If you follow this advice and shrug off rude remarks, make new friends, and pretend you know what you're doing. At times it may be frustrating to be a freshman because you're new, and everyone else seems to know exactly what to do, remember that we were freshmen once too. I survived the rallies and other events that made fun of freshmen, and so can you. So remember, next time you hear, "Go home freshmen! Go home!" Just laugh it off and look forward to next year when you'll be on the "other side."

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